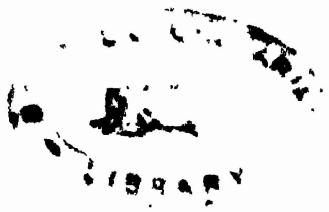

PROCEEDINGS

THE SUB-COMMITTEE

PUBLIC SERVICE COMMISSION

EDUCATION DEPARTMENT.

BENGAL, NORTH WESTERN PROVINCES AND OUDH
PUNJAB, BOMBAY, MADRAS, CENTRAL PROV
INCES, ASSAM AND BERAR.

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Central Provinces.
Assam.
Berar.
} No sittings held.

* Unable to attend.

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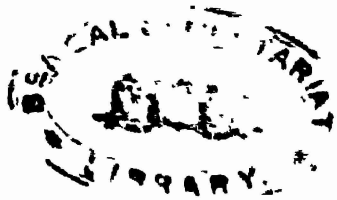
ERRATA.

Page 25, Right hand column, 14th line, from the top read "*comprehend*" for "*apprehend*."
„ 30, Right hand column, 20th line from the top read "*were limited*" for "are limited."
„ 33, Left hand column, 1st line, read instructed in mechanics.
„ 35, Left hand column, 24th line from the bottom, read "*do*" for "*does*."
„ 36, Right hand column, 11th line from the top of the page, read "*might*" for "*must*."
„ 77, Right hand column, 12th line, from the top read "*Department*" for "*Departments*."
„ 111, 29th line from the top of the page, read "*most*" for "*more*."
„ 111, 36th line read "*distributing*" for *disturbing*."
„ 124, Left hand column, 28th line, for "*any class*" read "*no class*," and in the same paragraph omit the words "*there was*," and add at the end after the word "*circumstances*" the words "*would be left without inspection.*"



PROCEEDINGS

OF

THE SUB-COMMITTEE,

PUBLIC SERVICE COMMISSION.

BENGAL.

Education.

Section I.—Note by the Sub-Committee.

The Department of Public Instruction in the Lower Provinces was established in 1855.* It consists of two branches, the Superior and the Subordinate Graded Services, together with some special appointments which are not graded. To the superior graded service, containing 40 appointments, belong the Principals and Professors of Government Colleges and Inspectors of Schools, and the Directorship of Public Instruction is held at present by an officer of that service. These officers, excluding the Director, are divided into four classes, with salaries ranging from R500 to R1,500. Natives of India appointed to the superior grades after 1881 draw only two-thirds of these salaries.

Including the Director, there are in the superior grade 31 Europeans not domiciled in India, 1 Eurasian, 6 Hindus, and 1 Native Christian. Two offices are vacant. The Local Government accepts 7 out of 40 as a minimum of these appointments to be held by Natives of India, and Sir Steuart Bayley, the Lieutenant-Governor of Bengal, expresses his willingness to see it extended.

In the Subordinate Graded Service there are 174 appointments with salaries ranging from R100 to R500. One of these is vacant. Only 4 are held by Europeans not domiciled in India and 1 by a domiciled European; while 5 are held by Eurasians, 155 by Hindus, 5 by Mahomedans, and 3 by Native Christians.

There are 35 ungraded appointments with salaries of R100 and upwards. Of these, 8 are held by non-domiciled Europeans, 1 by a Eurasian, 20 by Hindus, 5 by Mahomedans, and 1 by a Native Christian.

In the whole Educational Service, with the limit of salary stated above, different races are thus represented:

Europeans, non-domiciled	43
,, domiciled	1
Eurasians	7
Hindus	181
Mahomedans	10
Native Christians	5
Total number	247

Admission to the Superior Grade.

European officers are selected by the Secretary of State, and Native officers, as a rule, by the Local Governments. Promotion is made strictly according to seniority, provided the officer is efficient and is regarded as eligible for further promotion. Of the Native officers now in the superior grade, seven were appointed from the lower branch, and one direct by the Secretary of State.

The qualifications required for service in the superior grades are thus described by Sir A. Croft, the Director of Public Instruction: "For the superior grades of the Department, that is to say, generally speaking, for Professorships of Colleges, it is essential that no one should be appointed to the fourth or lowest class who is not able to teach up to the M.A. standard in one or other of those branches of Literature or Science in which examinations are held and degrees conferred. For this purpose we must go where the best education in Literature and Science is given. In other words, we must procure our Professors from England so long as the standard of instruction in English Universities is higher than it is in the Universities of India. The same is true of the four superior graded appointments in the Engineering College. For the Principalships of the Sanskrit College and the Calcutta Madrassa, a less high standard in European Literature and Science is required; and the holders of these appointments should

* *Vide* Report of Education Commission, Chapter II, Para. 33.

preferably be distinguished in the Oriental classics. For Inspectorships of Schools, energy and activity and power of organization and administration are the chief requisites."

As regards the officers recruited in England, while it is allowed that some distinguished graduates of Oxford and Cambridge have been obtained by it, it is urged that the system of recruitment adopted by the Secretary of State is not such as to attract the best men. Candidates are, it is said, advertised for in England only on the occurrence of a vacancy and thereby only those men are secured who happen to be disengaged at the time, and no applications made at other times are attended to. It is stated also that appointments are not made in communication with the Heads of Colleges. Again, it is argued that appointments in the lowest class of a Graded Service in which those appointed are required to discharge at different times the duties of Professors of different branches of learning, or Principals of Colleges or Inspectors of Schools, is not a system calculated to secure the qualifications necessary for maintaining the high standard of instruction in special subjects which should be upheld in the principal Colleges; and that the employment of officers indiscriminately in these somewhat incongruous duties must lessen their capacity for the efficient performance of any one of them. An excellent Professor, say of Natural Science or Mathematics, will not necessarily make a good teacher of English Literature or Inspector of Schools, and the best Inspectors may be ill-fitted to discharge the duties of a Professor: yet the exigencies of the service as at present constituted, caused by the necessity for supplying places of absentees or even of giving well-earned promotion, occasionally require the transfer of officers from one of these classes of appointments to another.

A prejudicial effect on recruitment in England is also stated to be produced by the lowness of the initial pay, R500, at least so far as the scientific appointments are concerned, and by the pension rules. R500 a month will not now attract men such as are required for Scientific Professorships in the larger Colleges, and no higher pension is admissible to any Educational officer, whatever his salary and whatever his length of service, than R5,000 per annum. Pensions are attainable only on medical certificate after 15 and 25 years, and good service pensions after 30 years. Officers enter this Department at a later age than those in other branches of Government service, and hence feel more keenly the long period of residence required to qualify for pension. Rules suitable for services which begin at an earlier age are not suitable for one in which the age at admission is 25 or over; and the pension rules of Chaplains and Law officers are referred to as evidence that Government has admitted the principle in such exceptional cases.

In the case of Native officers of the superior grade advanced to that grade since 1880, the hardship of applying the two-thirds rule to initial salaries is pointed out, the salaries of the highest class of the lowest superior grade and of the lowest class of the highest subordinate grade being the same.

Employment of Natives in the Educational Department.

The Director of Public Instruction writes on this subject: "The question of race is really indifferent. Given certain qualifications, it is immaterial whether the possessor of them is a Native of England or a Native of India. But because these qualifications are generally confined to graduates of English Universities, it follows that Professors of Colleges are for the most part Englishmen. But not universally so, for of the five Native Professors of Colleges, four are graduates of English Universities, while the fifth (the Revd. Lal Behari Dey) is a writer of English books of repute. For Inspectorships of Schools the race question does not arise in any form, except that it has been officially declared in Bengal that Natives of India can discharge the duties of those posts with complete efficiency. Two out of the five Inspectorships are now held by Natives of India. The eighth and last Native officer is the Principal of the Sanskrit College, which has been held sometimes by a European scholar, sometimes by a Native of India."

As regards Inspectorships, there is little difference of opinion among the witnesses examined. Some doubts have been raised as to the competency of Natives to inspect satisfactorily schools for Europeans; and it is suggested that European Inspectors are more free from bias in dealing with Native schools. But the cases of European schools are few and exceptional, and can be separately provided for, if necessary; while as regards Native schools, the possible disadvantage attributed to Native Inspectors is out-weighed by their superior acquaintance with Native wants, usages, and ways of thought.

The opinions of the Bengal Government and of the Department on this point are confirmed practically by independent testimony. The Revd. K. S. MacDonald, Principal of the Free Church Institution, states that the schools of the body to which he belongs, situated outside the limits of the Presidency town, are under Native inspection.

Babu Surendro Nath Banerji, Professor in the Ripon College, Calcutta, considers Natives equally competent with Europeans to inspect schools; and adds: "I would separate the Professorial and the Inspecting staffs. Certain qualifications are required to make an efficient Inspector which the Professors do not and never will obtain. To be an efficient Inspector, you must know something of the practical working of the smaller schools. I would leave it to the Director of Public Instruction to appoint from Masterships of Schools to Inspectorships in exceptional cases. Generally, I would recruit the Inspector's grade from a local graduate under trial as Deputy Inspector, which, I believe, is done now in some cases." Mr. Anderson, Rector of St. James' School, Calcutta, disapproves of the present division of the

service, and thinks that the distinction ought to be between Professors and men of considerable attainments, and men like Inspectors and Schoolmasters, he says:—"I would suggest also that Inspectors should not be appointed straight from England as at present, but from men in this country with practical experience in teaching. At present we have Inspectors who have had no experience whatever of practical teaching." Mr. Ananda Mohun Bose, who was educated at the Presidency College and at Christ College, Cambridge, and is now a member of the Calcutta Bar and President of the Council of the City College, an Institution taught entirely by Native graduates, gave the following evidence on the point: "With regard to the Inspecting staff, it ought to afford a much larger field for employment to Natives of this country. Out of the five Circle Inspectors, there is only one Bengali in a permanent appointment; the other is officiating merely. I believe it will be generally admitted that a properly selected Native gentleman would be equally competent for the duties of Inspector as a European. On the whole, I think, he would have the advantage. It may be that Bengali Inspectors would not have practical experience of the systems of education as carried on in the great educational centres of Europe; but even that comparative disadvantage may be removed by proper selection;" and the Honb'le Raja Peari Mohun Mukerjee, C.I.E., Additional Member of the Council of the Governor General for making Laws and Regulations, himself an M.A. in Physical Science and a B.L. of the Calcutta University, a Member and Honorary Secretary of the British Indian Association, and a landholder, who supports 20 grant-in-aid schools, states: "I wish to say that, in my judgment, the Inspector branch of the Service should be entirely manned by Natives, as they are fully capable for that work, and the class of school is not higher than a High School."

As to Professorships, of which five are at present held by Natives, as stated above, the principle is very generally assented to that the most highly qualified men obtainable should be appointed irrespective of race. And there is a great preponderance of evidence to the effect that, except in certain branches of learning—and as to these there is not unanimity—Natives of India do not at present possess the requisite qualifications, and that a much larger employment of Natives would lead to a lowering of the standard of education. It is admitted on all hands that at the Presidency College this standard should be maintained at the highest possible pitch; and there is little dissent from the general view that for this purpose highly educated European Professors are indispensable. Some witnesses, to whose opinion great value must be attached, consider that the Presidency College should be converted into a high class teaching University. In the smaller Colleges a larger employment of Native Professors in certain subjects is recommended.

The following extracts from the evidence will show the opinions of the most competent witnesses on this point:

Mr. C. H. Tawney, Principal of the Presidency College, Calcutta:

As Principal of the Presidency College, how far do you think it would be possible to substitute the best graduates the Calcutta University can produce for the present European teaching staff of the College?—Up to the B. A. standard in Mathematics and Physics; possibly to the B.A. Honors Standard. Certainly not to the M.A. standard in those subjects. There are always objections to a Native gentleman as a teacher of English or History, or any subject in which a good command of colloquial English and English pronunciation is desirable. Students attach great importance to the latter especially, and rightly. As regards discipline, I am of opinion that European Professors maintain it better than Natives. I have, however, had only one striking instance of insubordination to a Native Professor, which was, I think, partly due to his own fault. I remember quite as bad instances of insubordination to the European Professors. I think it was partly owing to the fault of one of them. One, a grave instance, had been preceded by gross insubordination to a Native Professor. In that case I think the students were altogether in fault. It was put down summarily, and we have had no trouble since. The present Native Professors are, I think, respected, and maintain discipline. For the last two and half years we have had nothing approaching to insubordination.

In the interests of higher education, would you advocate the larger substitution of graduates of the Calcutta University for Europeans in the teaching staff of the College?—To me the question presents itself partly in the form of a financial question. Supposing that my purse was unlimited, I would have all the Professors Europeans.

Would you alter the constitution of the College in any way so as to develop its efficiency as a teaching institution?—Yes. I think a great many Professorships might be introduced with advantage. For instance, Professorships of Biology and Botany. Our students say they do not wish to go to the Medical College to learn Biology, and would be very glad if they could get some Botanical Lectures. I think the scope of the College might be developed in many directions; but of course, unless the Government is prepared to spend a great deal more money than I think they are, it would involve a reduction of the establishments of several other Colleges in Bengal. If the alternative were offered me, I think I would sacrifice some of the other Colleges for the sake of elevating the Presidency College to the status of a teaching University. I think the conditions of student-life would be to a certain extent altered by the establishment of a hostelry, which would make it possible for students from other parts of India to come to Calcutta.

Do you think also that the public interest in the Government Colleges outside Calcutta is not so great as it used to be, owing to the development of railways and communications

generally, and that that is an additional argument for transferring funds from these Colleges in order to strengthen the position of the Presidency College?—That is my opinion.

In the Superior Graded Service there are, out of forty appointments, eight held by Natives You have had some experience of the work of Native Professors in Colleges?—Yes.

Are they, in your opinion, quite competent for the duties they discharge?—I think many of them are. One gentleman, who is called a Native of this country, Mr. Percival, is eminently qualified. He was educated at the Presidency College, and afterwards went to London and took the degree of M.A. in classics at the University there.

If you could have Natives of India who were fully qualified for the duties of Professors, you would not, I suppose, give any preference to Europeans merely on the ground of race?—Certainly not in any subject not requiring an intimate knowledge of English. I think an Englishman has always an advantage in subjects which do require that knowledge.

Mr. A. Pedler, Professor of Chemistry, Presidency College, Calcutta:

You have had a good deal to do with teaching Chemistry to the pupils in the Presidency College?—Yes; and in the Engineering College also.

Do you consider that the best graduates whom you have turned out from the Presidency College are educated up to the highest standard of instruction that is obtainable in England?—Certainly not.

Would you, in the interests of education, advocate the appointment of Calcutta University graduates to teach Physical Science in the place of the best men that can be obtained from England?—Not for teaching up to the M.A. standard, nor to the M.A. Honors; possibly they would be competent to teach up to the B.A. pass. I think that what is greatly wanted for teaching up to the highest class here is specialists. In the first place, education is making such rapid strides that, unless a man takes up a subject, he is not able to keep abreast with that subject: in the second place, I do not think that our present system of education is calculated to produce specialists, but rather to produce men of fair general education: in the third place, the majority of Native graduates when they have taken their M.A. degree seem to consider that they have completed their education, and either entirely or practically cease their studies in Natural Science. Year after year I have tried to persuade some of the men who have taken the M.A. degree after passing through my lectures to come back to me and to go on with their studies with a view to original research afterwards, and I have never yet succeeded. As I said before, I think that one of the great difficulties in the way of finding qualified Native Professors of Physical Science is that graduates who have taken their M.A. degree fancy they have completed their education instead of simply having laid the foundation of it; and so long as this habit of thought continues, we shall never get the highest qualified teachers here.

Are your pupils in the Presidency College sufficiently instructed to be able to teach Natural Science at the High Schools and in the college classes up to the B.A. degree?—I have passed a very large number of Native graduates through my hands whom, with a little experience, I would thoroughly trust to teach up to the F.A. standard, and in many cases up to the B.A. pass standard; but the Honors standard is, I think, as a rule too high for Native graduates as they are at present. No doubt there are exceptional cases.

As regards the higher class of teaching, do you not consider that it will be found more necessary than anything else to select certain Colleges for the prosecution of certain studies: for instance, to make it a distinctive feature of one College to teach Natural Science to a higher degree of proficiency, and a distinctive feature of another College to teach Literature to a higher degree of proficiency, and would it not also be found more economical?—I would rather see teaching in India more centralised, and have one institution where the highest teaching in all branches could be carried on together. I think you would find it very much more economical to do so, because the branches of education dovetail into each other to such an extent that in a system such as you propose you would have to duplicate your Professors.

You would concentrate all the teaching in one institution in Calcutta?—Yes; I would convert the Presidency College into a great teaching University, teaching up to all standards.

And if that were done, would you consider it of so much importance whether the Government maintained its connection with the Mufassal Colleges?—I think the majority of these Colleges might then be handed over to the local authorities.

You think that our best Professors at present are to be procured from England?—Yes.

And therefore, in the interests of education, you would so procure them until equally good men can be obtained from Indian Universities?—I would.

Mr. J. Eliot, Professor, Presidency College, and Meteorological Reporter to the Government of Bengal:

Have you been able to judge of the capacity of Calcutta University graduates for teaching the higher subjects?—I have known them as students, not as Professors. I consider them quite capable of teaching up to the F.A. and B.A. pass standards, and perhaps to the B.A. Honors also; but I believe Native students themselves prefer that English should be taught by English Professors.

Would you wish to see the teaching of the Presidency College extended?—I should like to see it entirely altered. I would have it more of a University teaching conformed to the German model, without examinations, if possible.

Do you consider that the present system of examinations of the Calcutta University tends to injure education?—Certainly.

Would you in selecting Professors for your University give any preference to Natives or Europeans as such, or would you base your preference solely on the standard of training of the candidate?—Solely on the standard of training; but I think an element to be taken into consideration in choosing your teaching staff is the colloquial knowledge of English they possess, and I think that the Professors who come from England are more likely to possess the qualification of a thorough knowledge of colloquial English.

Mr. W. D. Webb, Professor, Presidency College, formerly Master in the La Martinière College:

Have you seen anything of the work of Native Professors?—We had a Bengali and a Hindi Professor in the Martinière.

Do you know the standard to which the highest graduates of the Calcutta University can attain?—Yes.

Is that standard above, up to, or below the highest standard at Oxford and Cambridge?—Below.

That being so, in the interests of higher education in this country, is it desirable to maintain the present complement of European Professors in the Department?—I think it is.

Your opinion is not based on race considerations?—Not at all.

Babu Shib Chunder Gui, M.A., Professor of Literature in the Sanskrit College, Calcutta:

What are your views with regard to the larger employment of Natives in the Educational Department of this country?—I think Native graduates may be found fully qualified to teach to the M.A. pass standard, but not perhaps to the M.A. degree or B.A. Honors. There are some educational institutions of which the Professors are all Natives, and which have hitherto done very good work. I am aware that the quality of teaching is not always to be proved by the number of passes secured.

Is it desirable to maintain the Presidency College in its present state of efficiency?—Yes: I think there is room for raising the standard of education in this country to a level with the standard of education at home, and for that purpose it is necessary to secure the services of first-rate European Professors.

But if Natives of India were equally competent to teach, you would see no reason for not employing them?—Yes. It is simply a question of training and ability.

Is it desirable that the Government Colleges in the Mufassal should have Englishmen at their head?—I think it is for some time to come, and it should be the business of the English Principal to teach English. In that branch of study European Professors have a decided advantage over Native Professors.

Babu Kristo Behari Sen, M.A., Rector, Albert College, Calcutta:

If you could get a Native Professor who was equally qualified, would you still prefer an English Professor?—I would have the best man I could get, no matter what his nationality was.

Which do you consider to be the leading college in Bengal?—The Presidency College.

To what do you attribute its excellence?—The reasons are evident. The Presidency College has a very highly qualified staff of Professors.

Do you think it desirable to maintain it at the highest point possible of efficiency?—Certainly.

Would not the effect of this gradual substitution of Native for European agency in the teaching staff of Government Colleges have the effect of lowering the efficiency of those Colleges during the period of transition?—No; what I mean by Native agency is just the agency which is employed in private Colleges, and also in many Government Colleges. I do not think the efficiency of those Colleges is impaired by the employment of Native Professors.

Mr. A. M. Nash, M.A., Inspector of European Schools:

From your experience as a Professor of the Presidency College, can you say whether an M.A. of the Calcutta University in Mathematics would be capable of filling a Professorship in the Presidency College?—Nine-tenths of the local M.A.'s are certainly not qualified to teach beyond the B.A.

That is to say, from your knowledge, first, of graduates of Oxford and Cambridge in Mathematics, and, secondly, of graduates of the Calcutta University in Mathematics, you consider that the graduates of Oxford and Cambridge are more competent as Professors than the graduates of the Calcutta University?—Picked graduates of Oxford and Cambridge are.

The M.A. standard at Oxford and Cambridge is a higher one than that at the Calcutta University?—The standard proposed is not so much higher, but the standard achieved is considerably so.

Is there a greater inclination shown by graduates of Oxford and Cambridge to independent study after taking their degrees than there is amongst the graduates of Calcutta?—Judging from my own case and my experience of the Mathematical men with whom I was intimate

at home, I should say that the men at Oxford read more after taking their degree than they do before, whereas graduates of Calcutta, with very few exceptions, give up reading after they have taken their degree.

Do you consider that the salaries which are paid to Natives engaged on higher tuition are sufficient to secure the services of capable men?—My experience has reference only to Mathematics. I know very little of the men who adopt other branches of learning. I certainly do not think that they are sufficient to secure the best Mathematicians. Our best M.A.'s have resigned their appointments believing that they can do better as pleaders.

Do you find it the case also in the subordinate grades that men frequently resign the service for professional or other employment?—I have known a few such instances. I think also that there are very few instances of Mathematical M.A.'s remaining in the service.

Rai Bahadur Radhica Prosunno Mukerji, Inspector of Schools:

Where were you educated?—At the Krishnaghur College until I joined the Presidency College. That was in the transition period before the University was quite established.

Were the staffs of the Krishnaghur and Presidency Colleges at that time principally composed of Europeans?—Yes, with the exception of the Professors of Vernacular and Oriental Literature.

From your experience of graduates turned out by Government Colleges manned by European teachers and those turned out by Colleges under private management and manned by Native teachers, which do you consider the best educated?—Those students who have had the privilege of learning History, Philosophy, and Literature under Europeans have a better acquaintance with and command of English than those who have been taught entirely by Native Professors.

You would not advocate the substitution of Native for European teachers in the higher Government Colleges merely out of regard for Native interests?—I think Native interests would be better served by the higher Professorships for the next few years continuing to be filled entirely by graduates of Oxford and Cambridge.

Do you refer to teaching in English subjects?—To English, Philosophy, Science, and to some extent, Mathematics and Classics. Latin is a subject which is coming to the front.

Do you know any graduates of the Calcutta University who would be as capable of teaching Mathematics up to a high standard as the best Professors in the Presidency College?—I have seen some of the best Mathematical men from Cambridge as Professors and I have seen no Native graduate yet who, in my opinion, could hold his own against such men; yet I have in my mind two or three very good Mathematical graduates of the Calcutta University, and the best of them is perhaps the only one who has never tried his hand at teaching. My acquaintance with him is not sufficiently intimate to enable me to say whether he could hold his own against the first ten Wranglers at Cambridge. I can say, however, that I know of no other Native of India who is up to that standard.

In appointing to these higher Professorships, would you pay any attention to considerations of race and nationality?—No.

Which of the colleges in Bengal bears the highest reputation?—The Presidency College.

Is it desirable that the Presidency College should be maintained at the highest point of efficiency?—Yes, it is, and further strengthened, if possible.

In what way?—At present we have no Chairs of Geology, Mineralogy, or Botany, and I do not think we have a Professor of History either. I would have Chairs for all these subjects.

You would make the Presidency College into a great teaching University?—Yes.

Is it desirable yet that Government should withdraw from any of the Provincial Colleges?— I think the Cuttack, Patna, and Dacca Colleges should be maintained as they are. It might be possible in the course of a few years to reduce the Government expenditure on the Rajshahye, Krishnaghur, and Hughli Colleges, if the local communities could be got to contribute their fair share towards the support of those Colleges; but I think the time has not yet come for transferring these Colleges to local management, even with very liberal local grants.

Is it desirable, with a view to facilitate that transfer, to substitute cheaper Native agency for the more experienced European agency?—At Krishnaghur and Rajshahye we have already a large Native agency; in fact, only the heads of those Colleges are Europeans. I think that for the next few years they should continue to be so.

Babu Surendro Nath Banerji, Professor of English Literature, Ripon College, Calcutta:

Do you think it desirable to replace the graduates of European Universities, who are teaching them, to any great extent by graduates of Indian Universities?—As far as practicable, I would employ graduates of the Indian Universities.

From your knowledge of the general standard of attainments of the graduates in the Calcutta University, up to what standard would you trust them to teach?—To the highest.

Are they competent to teach up to the M.A.?—They do so to this moment in the 1st grade Colleges. The Metropolitan Institution passed the largest number of B.A. candidates last year in History and Philosophy. The Free Church Institution employs Native teachers to a very considerable extent.

Mr. W. D'Cruz, Head Master, Free School, Calcutta:

Has the time arrived when the Education Department of this country can be recruited in this country?—I do not consider that there ought to be more Natives appointed than are at present in the Department. I use the term Native in the Statutory sense, though I am aware it has not been so interpreted in the Department. The few Statutory Natives who have been permitted to enter the lower grades of the Service have not succeeded in rising at all. They are generally classed as Europeans, and rejected as such. I think they are as fully qualified as Natives to fill these posts, and in fact some of the disqualifications of Natives do not apply to them. I refer to their mastery over the English language. I certainly think it desirable that the Presidency College should be maintained in its present state of efficiency. That efficiency I consider to be due to its European Professorial staff. I am aware there are many highly trained Native graduates in the market; but I do not think their employment as teachers would tend to improve the state of education in the country. For them it would be the imparting of foreign knowledge in a foreign language. I think Native students would themselves prefer to be taught by Europeans. And this, I think, is proved by the fact that many Natives go to England for instruction.

Mr. H. H. Anderson, Rector, St. James' School, Calcutta:

Have you had experience of Native as well as European schools?—Yes; I was for three years in charge of the Vizagapatam Hindu College. The Professors in that College were all Natives, and, except as regards English teaching, their work was very fairly done. Their general fault was that having been engaged almost entirely in preparing students for examinations, they had not the same amount of general reading which I find even Eurasian Masters have here.

Do you consider European or Native tuition the better in Philosophy, for instance?—I have not much experience as to that, but from what I have seen I am inclined to think that Natives, unless of the very first rank, never thoroughly grasp the full meaning of the books they have to read, owing probably to their imperfect mastery of the English language. As regards Science, I think Natives would make quite as efficient teachers of Science if only they had the same training as European Professors have. Hitherto they have not been able to acquire that training. In Mathematics I should say they were quite as efficient as Europeans.

Have you ever known any Natives who were distinguished as teachers of Mathematics?—I cannot say that I have, but I have heard that there are such men in Madras. I know of none among the graduates of the Calcutta University.

Revd. K. S. MacDonald, Principal of the Free Church Institution:

You have been connected with the Free Church Institution for the last 25 years. Is the staff of the Free Church Institution mostly composed of Europeans or Natives?—Mostly of Europeans in the College Department: we have two Native and five European Professors in that department.

Up to what standard do the Native staff teach?—Any standard up to the B.A. Honors or B.A. pass. I am not sure which. One is an M.A. of the Calcutta University; the other is a pre-University man. The M.A. teaches Mathematics.

Have you an M.A. course in your Institution?—We profess to teach any of our students who wish to go up for that degree in English, Mathematics, and Philosophy through European Professors.

You have not found among your staff any Native Professor whom you thought qualified to teach up to the M.A. standard?—The question has never been raised.

Have you ever met a Native graduate of the Calcutta University whom you thought fully qualified to teach up to that standard?—Not in Mathematics.

In what subjects do you consider it specially desirable to employ European Professors?—In English and Philosophy.

We have been told that there are graduates of the Calcutta University who are fully competent to teach up to the highest standard in Philosophy. Do you agree with that opinion?—I had a Native in my own Institution who was fully qualified to do so.

Do you teach Physical Science in your Institution?—Yes, with European Professors.

Which College in Bengal do you consider bears the highest reputation as a teaching institution?—I suppose for the higher branches the Presidency College does, but it is difficult to say with reference to the other branches.

To what do you attribute that high reputation?—No doubt it is due to the strong staff of European Professors connected with it.

In the interests of high education in India, is it expedient now to substitute Calcutta University graduates for the European Professors in the University College?—Up to the F.A. I should have no objection. For the B.A. and M.A., it is desirable to retain European Professors.

Revd. Fr. Lafont, S.J., C.I.E., St. Xavier's College, Calcutta:

Are you acquainted with the Presidency College?—Yes.

Has it not a very high reputation as a teaching institution?—Yes; and, as I had occasion to say before the Education Commission, I would consider it a very great misfortune for the country if the Presidency College were abolished. It at least ought to be maintained as a standard of education throughout the Province, and to prevent that standard deteriorating, which it would do inevitably if education were allowed to fall altogether into private hands.

In order to maintain the Presidency College at a high level of efficiency, would you continue to obtain for it the best Professors available in Europe?—Decidedly.

Would you advocate the gradual substitution of Native graduates of the Calcutta University for the European Professors now employed in the other large Government Colleges—Dacca, Patna, and Hughli, for instance?—I do not think it would be impossible to do that, if the selections were properly made.

Would it be consistent with the maintenance of the same standard of efficiency?—There might be some danger there unless proper means were adopted to secure the maintenance of that efficiency, and the Calcutta University examinations would to a certain extent secure that object.

Nawab Abdul Latif, Khan Bahadur, C.S.I., Member of the Senate of the Calcutta University.

I believe you have taken a good deal of interest in education, and are closely connected with the Calcutta Madrassa College for Mahomedan boys, and I believe you know the standard of study which is maintained in the Presidency College?—Yes.

Is it, in the interests of education, desirable to replace to a large extent the present European Professorial staff by graduates of the Calcutta University?—Not altogether. To some extent competent graduates of Calcutta might be appointed.

Up to what standard could an ordinary graduate be trusted to teach in the Presidency College?—To the F.A. and, in very rare cases, the B.A. pass.

If you had control of an unlimited purse, would you have the teaching staff of the Calcutta Madrassa composed of Native or European graduates?—European graduates.

The Hon'ble Mr. Ananda Mohun Bose, Barrister-at-Law.

Where were you educated?—At the Presidency College here, and at Christ College, Cambridge. I am a member of the Inner Temple. I am President of the Council of the City College, an institution which is entirely taught by Native graduates.

Are they in every respect as competent for the duties as the best graduates of European Universities who come to this country?—Up to the B.A. pass standard they are. In higher teaching I should prefer the best English graduates.

Are you aware of the provision which reserves one-sixth of the superior graded appointments for Natives of India, and do you think it desirable to increase that proportion?—I would fix no limit at all.

For Professorships in the larger Government Colleges in India would you have the best men obtainable, irrespective of race?—Certainly. I would suggest that up to the B.A. pass standard graduates of the local University should be more largely employed as teachers; and with regard to the B.A. Honors and M.A. standards, I think that additional Chairs ought to be created to be filled by the best men obtainable from the English Universities. I would turn the Presidency College into a kind of teaching University, and make it a part of the University itself. I think one great advantage of increasing the number of Chairs would be that it would induce our best graduates to join the Department. Considering the rival attractions of the legal profession and of the other branches of the public service, I think also that better terms should be offered in order to induce our best graduates to join this Department. In that view I would suggest that they should be allowed to commence on a salary of R200, with a prospect of an increase to R600 or R700. No doubt one great objection to the adoption of my suggestions would be the great additional outlay it would render necessary; but my opinion is that an outlay which would give us a splendidly officered College would be the very best investment the country could make. I think also that it would remove that feeling of rivalry which exists between the Presidency College and other aided or unaided institutions by making the Professors of the teaching University devote themselves to furthering the interests of their scholars instead of looking to the results of each annual competition. The system of teaching Universities is in vogue not only in France and Germany, but in Scotland and in England also. Oxford and Cambridge are, to a certain extent, teaching Universities; and even in the London University there is a strong movement in that direction.

Do you think that, having regard to the competing claims of the Bar, you would have any chance of getting the best graduates in any large numbers to accept the salaries offered by

the Department?—At any rate a much larger number would be available than at present. The attractions of the Bar are somewhat waning owing to its becoming overstocked. I think the Director of Public Instruction ought to have a wider discretion to avail himself of the services of those gentlemen.

Dr. Gurudass Banerjee, D.L.:

From what you know of the capacity of graduates of the Calcutta University and the best graduates that come to this country in the Education Department, do you consider that the time has come for substituting graduates of the Calcutta University for Europeans in the Education Department?—Not so far as Physics and European Languages are concerned, nor to teach beyond the B.A. Honors class. In all subjects which require a thorough knowledge of the English language to teach efficiently, I would prefer to have English Professors; but provided he was equally good in that respect, I should have no objection to appoint a Native as Professor in all subjects.

Maharaja Sir Jotendro Mohun Tagore, K.C.S.I.

You have considerable experience of educated Natives in this country?—Yes.

Who were educated under various conditions?—Yes.

For giving the best education in this country is it necessary that the teaching should be by Europeans?—I think that for teaching English Literature and higher Classics to the highest standard a European is required. For teaching History, Philosophy, Mathematics, and Physics a Native of India might be found equally competent.

Have you known an instance of a Native of India taught exclusively in a College officered by Natives who has taken the M.A. degree in Mathematics or Physics?—I am not certain; but I believe that degree has been taken by men who were educated at the Metropolitan College, which is an entirely Native Institution.

Do you know whether there is any provision in Colleges which are exclusively Native for teaching Physics up to a high standard?—I do not.

Are you aware that students at the Metropolitan College are permitted to attend the Scientific Lectures at the Presidency College, and that they avail themselves of that permission?—Yes.

So that a student in the Metropolitan Institution, who attained a high degree of proficiency in Mathematics or Physics, would owe his teaching to the Presidency College, and not to the Metropolitan Institution?—He would partly.

If you could find an equally capable Calcutta University graduate for any high educational post, would you see any reason for appointing a European to that post?—No.

And if you could get a better qualified European would you think it right to appoint a Native of India to that post, because he was a Native of India?—Certainly not.

For these educational appointments you would select the best man you could find, irrespective of his race and nationality?—Yes.

Syad Amir Ali, Barrister-at Law, and Member of the Senate of the Calcutta University:

Do you think the time has arrived for reducing the English staff of the Education Department?—Not as regards higher education. The question requires some degree of consideration. I believe the system of education which is recognised by the University is founded on a mischievous basis. The dual government which obtains is responsible for some of the defects.

What do you mean by the dual government?—I mean that while the Director of Public Instruction is in charge of all appointments, the curriculum of studies is practically controlled by the governing body of the University. Within the last 20 years it seems to me that the standard of teaching, instead of improving in the direction of thoroughness, has deteriorated. I think that, as a whole, the graduates of the Calcutta University do not acquire the thoroughness which I feel is an essential condition of education. A student for the B.A. may take up, besides other branches of study, Physical Science, or, if he is going up for the M.A. degree, he may take up some special subject. Not infrequently he masters that subject sufficiently to enable him to pass the examination; but if one tests him with reference to the subjects fo study generally, in almost ninety-nine cases out of a hundred you find his knowledge superficial, and confined to the purposes of the examination. Therefore I say Calcutta University education has become a huge system of cram.

Do you refer to the M.A. graduates of the last ten years?—There are of course exceptions, but cases have come to my knowledge, and to the knowledge of those who, being old graduates themselves, are in a position to judge, which show the graduates of the present day to be more superficial than they used to be.

Do your remarks specially apply to the M.A. graduates of the last two years?—No; because they have applied themselves to special subjects.

You are aware that specialisation has been introduced into the examinations during the last two years?—I know that it is beginning to be introduced.

And when it has borne its fruit, you will not require so many English Professors?—No.

Which is the leading college in Bengal?—The University College.

Is it desirable to maintain its efficiency at the highest possible level?—Decidedly.

Would you reduce the present number of European Professors in that College?—For the present I would not reduce the number of efficient Professors of whatever nationality.

You think the appointment of Professors should be entirely independent of race?—Yes.

At present are the most competent Professors to be got from Oxford and Cambridge, or from this country?—From Oxford and Cambridge.

The Hon'ble Raja Peari Mohun Mukerjee, C.S.I., Additional Member of the Viceroy's Legislative Council:

Do you think that graduates of the Calcutta University are fully competent to teach up to the M.A.?—Not in all subjects so well as English Professors.

A fortiori you would prefer English scholars as teachers for the B.A. and M.A. classes?—Yes, especially for English and the Physical Sciences.

If you could get fully competent Native Professors in those subjects, do you see any reason why they should not be appointed?—I think that, however well educated we may be, and however intelligent in speaking and writing English, errors in idiom and accents will occur. I do not exclude from this remark even Natives who have been to the English Universities.

To what do you attribute the superiority of the Presidency College?—To its staff of Professors.

Do you think it desirable to retain that Institution in its present state of efficiency?—I think that that College should have on its staff only men of distinguished ability.

Do you think the time has come for Government to withdraw from the higher education in any part of the country?—No; I think that in different places Government should have model institutions to serve as examples for other colleges.

Do you think model colleges should be maintained at the expense of the public?—Yes. It is not so much the interests of the students that I regard as the interests of the entire community in expressing this opinion. The education students receive at these colleges is not a mere personal advantage to them, but it affects the well-being of a large number of our youths whose instruction will be committed to them.

In the more important Government colleges outside Calcutta do you think it desirable, in order to facilitate their transfer to Local Boards, to substitute Native for European teaching agency?—Except in the two subjects I have mentioned, I think Natives should have the appointments rather than Europeans, and that they are specially entitled to them in the case of History, Philosophy, and Mathematics. This preference should be given not merely as a step towards the object indicated by the question, but also because, all other things being equal, Native Professors are much more efficient than foreign Professors, because they more intimately comprehend the difficulties of Native youths, and are familiar with their habits of thought.

You say, "all other things being equal," are the best graduates of the Calcutta University equal in Mathematics to the best graduates of Oxford and Cambridge?—I think that, so far as the standard of instruction required in this country for the B.A. and M.A. is concerned, Native graduates can hold their own as teachers against the graduates of any University in Mathematics, History, and Philosophy.

Are you acquainted with the standard for the Honors examination in Mathematics at Cambridge?—I know that it is much higher than that of the Calcutta University.

Do many of the graduates of the Calcutta University at or after their examination for M.A. attain the Cambridge University standard?—No; as a rule they have no occasion to continue their Mathematical studies; but when they do so, they attain a very high standard.

But those who do not continue their studies are less capable teachers than the best Cambridge graduates who are available?—Yes, in the abstract; but this superiority may be counterbalanced by the superior ability of the Calcutta graduate to impart his knowledge to Native youths for the reasons I have already stated.

Can you give me any instances of Natives of India who have attained a very high standard of Mathematical knowledge?—Yes [*names them*]. I speak from public opinion, both European and Native. I know that Native students have pointed out errors in Todhunter's books, and that he has acknowledged and has thanked them for the corrections.

Section II.—Note by the Departmental Member.

Admission to the Department.—The Department consists of two branches, the Superior and the Subordinate Graded Services, together with some special appointments which are not graded. First appointments to the Superior Service are made by the Secretary of State. The Superior Service is divided into four classes, with salaries ranging from Rs. 500 to Rs. 1,500.* Of the 40 appointments of which it consists, one-sixth are, under the orders of the Secretary of State, to be held by Natives of India. Eight appointments in the Superior Service are now so held, being one in excess of the authorized proportion. Under the orders reserving one-sixth of the appointments to Natives of India, the pay in such cases was fixed at two-thirds of the sanctioned pay of the class. Of the eight Native Officers, five draw pay at the reduced rate; while three, who were appointed before the issue of the orders in 1881, draw the full pay of the class in which they are. Promotion is made strictly according to seniority, provided the officer is efficient and is regarded as eligible for further promotion.

		Rs.	Rs.
* Class IV	... ...	500—	750
„ III	... ...	750—	1,000
„ II	... ...	1,000—	1,250
„ I	... ...	1,250—	1,500

It may be observed that the case of two out of the five Native Officers on the reduced rate of salary is exceptionally hard. When appointed to the 4th class of the Superior Service, they were already in the highest class of the Subordinate Service, the maximum pay of which is Rs. 500; and this is also the maximum pay of the 4th class of the Superior Service (ordinarily Rs. 500 to Rs. 750) under the two-thirds rule. Consequently these officers derive no pecuniary advantage whatever from their promotion to the Superior Service.

The Subordinate Service consists of seven classes, with salaries ranging from Rs. 50 to Rs. 500.† Appointments and promotions to classes V, VI, and VII are made by the Director of Public Instruction; to classes I—IV by the Government of Bengal, all appointments in these higher classes being gazetted. As a general rule, first appointments are made to the lowest class; but occasionally, when exceptional qualifications are required such as cannot be obtained for the salary of the lowest class, officers are appointed to classes above the lowest. Promotions are made on the general ground of seniority, subject to the conditions (1) that an officer is occasionally promoted out of his turn by reason of his being selected for duties of exceptional importance; (2) that the promotion of a senior officer is sometimes delayed for a longer or shorter time by reason of inefficiency or misconduct; (3) that certain limits of promotion are enforced in the case of officers who are not thought fit for certain classes of appointments; thus an officer so long as he remains a Sub-Inspector is not promoted beyond class VI, and a Deputy Inspector is not promoted beyond class III.

		Rs.	Rs.
† Class VII	... ...	50—	75
„ VI	... ...	75—	100
„ V	... ...	100—	150
„ IV	... ...	150—	200
„ III	... ...	200—	300
„ II	... ...	300—	400
„ I	... ...	400—	500

Appointments outside the Graded Service belong to officers with special qualifications, such as the Principal of the School of Art, the Teachers in the Government Boarding School for Europeans at Kurseong, the Law Lecturers in the various Colleges, &c. These officers have no claim to be promoted to higher salaries than those attached to their respective appointments.

Conditions of service in the Department.—The rates of pay for officers in the Education Department are stated in the last paragraph. The pension and furlough rules are those of the general body of the Uncovenanted Service, subject to the two following exceptions:

(*a*) Officers in the superior grades of the Department (not being Natives of Asia) who enter the Service after the age of 25 are allowed a reduction of three years in the term required for attaining each pension; that is, the term of 15 years required for the first pension on medical certificate, of 25 years for the second on medical certificate, and of 30 years for a good service pension is reduced in the case of such officers to 12, 22, and 27 years respectively. But no higher pension than Rs. 5,000 a year is admissible to any Educational Officer, whatever his salary and whatever his length of service.

(*b*) Officers in the superior grades of the Department who have been appointed thereto by the Secretary of State, or with his particular sanction, are entitled to the furlough rules in Chapter V of the Civil Leave Code, namely, those in force for Covenanted Civil Servants. Four officers,‡ however, who were appointed by the Government in India between 1875 and 1878, and to whose appointments the Secretary of State subsequently declined to accord his sanction on the ground that the Government were acting *ultra vires* in making them, are still subject to the furlough rules (Chapter X) in force for Uncovenanted Servants generally.

‡ Messrs. Webb, Pope, Mowat, and Robson.

Technical requirements of the Department.—For the superior grades of the Department, that is to say, generally speaking, for Professorships of Colleges, it is essential that no one should be appointed

to the 4th or lowest class who is not able to teach up to the M. A. standard in one or other of those branches of Literature or Science in which examinations are held and degrees conferred. For this purpose we must go where the best education in Literature and Science is given. In other words, we must procure our Professors from England so long as the standard of instruction in English Universities is higher than it is in the Universities of India. The same is true of the four superior graded appointments in the Engineering College. For the Principalships of the Sanskrit College and the Calcutta Madrassa, a less high standard in European Literature and Science is required; and the holders of these appointments should preferably be distinguished in the Oriental classics. For Inspectorships of Schools, energy and activity and power of organization and administration are the chief requisites.

The subordinate grades include Principals of 2nd grade Colleges, Lecturers and Assistant Professors in 1st and 2nd grade Colleges, Head and other Masters in High Schools, Assistant Inspectors, and Deputy and Sub-Inspectors. The qualifications required for the due discharge of these posts are naturally of a lower order, though of the same general kind as those required in officers of the higher grades. Lecturers and Assistant Professors in Colleges are almost invariably M. A.'s of the Calcutta University. Those who have taken the degree of B. A. are sought for as teachers in the higher classes of schools, and as Deputy Inspectors; while that qualification is not exacted in the case of lower teachers in schools and of Sub-Inspectors.

Classes of the community employed.—The statement appended to this letter shows the number of Europeans and of Natives of India of different classes who are employed in the Department. It has been already stated that eight appointments out of forty in the Superior Service are held by Natives of India in accordance with the orders of the Secretary of State requiring that one-sixth of the total number of appointments should be so reserved. But the question of race is really indifferent. Given certain qualifications, it is immaterial whether the possessor of them is a Native of England or a Native of India. But because these qualifications are generally confined to Graduates of English Universities, it follows that Professors of Colleges are for the most part Englishmen. But not universally so, for of the five Native Professors of Colleges, four are Graduates of English Universities, while the fifth (the Revd. Lal Behari Dey) is the writer of English books of repute. For Inspectorships of Schools the race question does not arise in any form, except that it has been officially declared in Bengal that Natives of India can discharge the duties of those posts with complete efficiency. Two out of the five Inspectorships are now held by Natives of India. The eighth and last Native Officer is the Principal of the Sanskrit College, which has been held sometimes by a European scholar, sometimes by a Native of India.

In the Subordinate Educational Service, out of 96 gazetted appointments, 5 are held by Europeans, 4 by Eurasians, and the rest by Natives of India. The duties of these appointments can be discharged with efficiency by Natives of India, and it is very seldom that persons of any other race are appointed to them.

Of 21 appointments outside the graded ranks, 9 are held by Europeans. These are the Principal of the School of Art, the Lecturer in Botany at the Hughli College (an exceptional and temporary arrangement), the Assistant Inspector of European Schools, four teachers at the Kurseong Boarding School for Europeans, the Head Master of the Moorshedabad Nawab's Madrassa, and the Head Master of the Calcutta Madrassa. The last two appointments are due to the fact that it is not generally desirable to appoint Hindus to Mahomedan schools, and that it is not always possible to find Mahomedans fully qualified for such post.

Existing organisation of the Department.—The particulars are given in the tables appended to this letter.

Existing Organization of the Education Department in the Lower Provinces of Bengal.

A.—Superior Graded Service.

1	2	3	4							
			Number of appointments in each class of grade now held by							
			1	2	3	4				Remarks.
							Natives of India.			
Department.	Total number of gazetted appointments, or of appointments not being purely clerical, of salaries of Rs. 100 and upwards.	Distribution of the gazetted appointments and the other appointments mentioned in column 2 amongst classes and grades, with rate of pay attached to each.	Europeans not domiciled in India.	Europeans domiciled in India.	Eurasians.	(a) Hindus.	(b) Mahomedans.	(c) Others.	(d) Total.	
Education Department, Bengal.	41 appointments in the Superior Graded Service.	Gazetted.								
		1 Director of Public Instruction on Rs. 2,000 rising to Rs. 2,500.	1	...	...	...	...	...	...	
		Class I.								
		2 appointments, Rs. 1,250 rising to Rs. 1,500.	2	...	...	...	...	...	...	
		Class II.								
		7 appointments, Rs. 1,000 rising to Rs. 1,250.	7	...	...	...	...	...	...	
		Class III.								
		11 appointments, Rs. 750 rising to Rs. 1,000	9	...	...	1	...	1*	2	* Christian.
		Class IV.								
		15 appointments, Rs. 500 rising to Rs. 750; and 5 appointments, Rs. 333-6-4 rising to Rs. 500.	12†	...	1	5	...	...	5	† Two appointments are vacant.

B.—Subordinate Graded Service.

Education Department, Bengal.	174 appointments in the Subordinate Graded Service.	Gazetted.								
		Class I.								
		6 appointments, Rs. 400 rising to Rs 500.	2	1	1	2	...	...	2	
		Class II.								
		9 appointments, Rs. 300 rising to Rs. 400.	...	...	1	6	2	...	8	
		Class III.								
		30 appointments, Rs. 200 rising to Rs. 300.	1	..	1	25	1	1*	27	* Female Christian. † One appointment is vacant.
		Class IV.								
		47 appointments, Rs. 150 rising to Rs. 200.	1‡	...	1	42	1	2§	45	‡ Held by a Female. § Christian.
		Non-Gazetted.								
		Class V.								
		63 appointments, Rs. 100 rising to Rs. 150.	...	...	1	60	1	...	61	

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Existing Organization of the Education Department in the Lower Provinces of Bengal—*contd.*

C—Ungraded Appointments.

1	2	3	4							
			Number of appointments in each class of grade now held by							
			1	2	3	4				
						Natives of India.				
Department.	Total number of gazetted appointments, or of appointments not being gazetted, of salaries of Rs. 100 and upwards.	Distribution of the gazetted appointments and the other appointments mentioned in column 2 amongst classes and grades, with rate of pay attached to each.	Europeans, not domiciled in India.	Europeans domiciled in India.	Eurasians.	(a) Hindus.	(b) Mahomedans.	(c) Others.	(d) Total.	Remarks.
Education Department, Bengal.	35 appointments not within the classified list.	*Gazetted.*								
		1 Principal, Government School of Art, on Rs. 700.	1	...	...	...	...	...	...	
		1 Teacher of Lithography in Government School of Art on Rs. 200.	...	...	...	1	...	...	1	
		1 Lecturer in English, Dacca College, on Rs. 250.	...	...	...	1	...	...	1	
		1 Assistant Professor, Dacca College, on Rs. 250.	...	...	...	1	...	...	1	
		7 Law Lecturers in Colleges, paid from fees up to Rs. 200 a month, or Rs. 2,400 a year.	...	...	...	7	...	...	7	
		*1 Lecturer in Botany, Hughli College, on Rs. 150.	1	...	...	...	...	...	...	* This post is held by the Civil Surgeon of the station in addition to his other duties.
		1 Lady Superintendent, Bethune Girls School, on Rs. 200.	...	...	...	...	...	1†	1	† Female Christian.
		1 Head Master, Government Boarding School for Europeans at Kurseong, on Rs. 200 rising to Rs. 250.	1	...	...	...	...	...	...	
		1 Head Mistress, Government Boarding School for Europeans at Kurseong, on Rs. 150.	1	...	...	...	...	...	...	
		1 Assistant Master, Government Boarding School for Europeans at Kurseong, on Rs. 120.	1	...	...	...	...	...	...	
		1 Head Master, Moorshedabad Nawab's Madrassa, on Rs. 400.	1	...	...	...	...	...	...	
		1 Head Master, Moorshedabad High School, on Rs. 175.	...	...	...	1	...	...	1	
		1 Head Master, Anglo-Persian Department, Calcutta Madrassa, on Rs. 250 rising to Rs. 300.	1	...	...	...	...	...	...	
		1 Assistant Inspector of European Schools, Bengal, on Rs. 300 + 30 as fixed conveyance allowance.	1	...	...	...	...	...	...	
		30								
		Non-Gazetted.								
		1 Head Maulvi, Moorshedabad Nawab's Madrassa, on Rs. 100.	...	...	...	...	1	...	1	
		1 Second Master, Moorshedabad Nawab's Madrassa, on Rs. 120.	...	...	...	...	1	...	1	
		1 Professor of Arabic in the Calcutta Madrassa on Rs. 100.	...	...	...	...	1	...	1	
		1 Third Master, Patna Collegiate School, on Rs. 110.	...	...	...	1	...	...	1	
		1 Fourth Master, Patna Collegiate School, on Rs. 100.	...	...	...	...	1	...	1	
		1 Head Maulvi, Patna College, on Rs. 100.	...	...	...	...	1	...	1	
		1 Third Master, Chittagong College, on Rs. 100.	...	...	...	1	...	...	1	
		1 Second Master, Utterpara Government School, on Rs. 100.	...	...	...	1	...	...	1	
		1 Third Master, Utterpara Government School, on Rs. 100.	...	...	...	1	...	...	1	
		‡1 Teacher in the Government Engineering College, Howrah, on Rs. 100.	...	...	...	1	...	...	1	‡ Temporary.
		1 Head Master, Barasat Government School, on Rs. 100.	...	...	...	1	...	...	1	
		1 Head Master, Khoolna Zillah School, on Rs. 100.	...	...	...	1	...	...	1	
		1 Head Master, Dinagepore Zillah School, on Rs. 100.		...	...	1	...	...	1	
		1 Head Master, Patna City School, on Rs. 150.	...	...	1	...	...	...	...	
		§1 Lecturer, Hughli College, on Rs. 100.	...	...	...	1	...	...	1	§ Temporary.
		15								
		Grand Total—								
		Superior Graded Service 41								
		Subordinate Graded Service 174								
		Ungraded appointments 35								
		Total ... 250								

A. CROFT,
Director of Public Instruction.

Section III—Sittings at Calcutta.

Witness No. 1—*4th April 1887.*

Examination of Babu Kristo Behari Sen, M.A., Rector, Albert College, Calcutta.

The *President.*

Up to what standard does your College teach?—Up to the F. A.

You have had considerable experience in educational matters?—I have been associated with the Education Department for the last 50 years as Rector of the Albert College. I am also a Journalist. I received my education at the Presidency College. I took my M. A. degree in 1869 in English. I then became Joint Editor of the *Indian Mirror* and Editor of the *Sunday Mirror*, and afterwards Editor of the *Liberal and New Dispensation*, the organ of the Brahmo Samaj. I subsequently joined the Albert College, but still carry on my literary avocations.

Has your College any particular aim or scope?—Our first object is to place education entirely in the hands of the people of the country; so our College is entirely managed by Natives, and we try to introduce into its teaching something which we do not find in Government institutions. For instance, it is our object to impart an Ethical training and such of the principles of Elementary Science experimentally as well as theoretically as we can. We also convey as much information and instruction as we can through the medium of the vernaculars, making English the second language. Of course it is impossible to make English the second language in all the classes, as the University requires us to make it the principal language; but generally we manage to do it.

Sir *Alfred Croft.*

You consider that Government institutions do not give any definite moral training?—They do as far as text books go, but in Government Schools the relations of the teachers with the pupils and with the school hours. We, on the contrary, try to bring even home discipline within the range of our knowledge and information by asking for details as to the conduct of boys at home. The guardians of boys are requested to furnish a monthly report, and we try as much as we can to influence the conduct of the boys out of school.

Do you succeed in getting these monthly reports from the guardians?—From a large portion of them, but as a class the guardians are negligent in this respect.

You do not, I suppose, undervalue such elements of moral training as are found in Government Colleges, such as discipline, attention, obedience to orders, and so on?—So far as they go, they are in the right direction, but we try to supplement them by more definite instructions.

You also stated that you wished to introduce the practical elements of Science. Is such instruction wanting in Government institutions?—I think it is. There are no weekly lectures delivered in Government Schools. We make it one of our objects to supplement what scientific training is wanting in Government Colleges by giving weekly lectures in Science and Ethics to our boys. For instance, we tell them all about current politics. When a new Governor General arrives, for instance, we tell them all about him, and what he has done elsewhere.

Sir *Alfred Croft*—contd.

The Hon'ble Mr. *Quinton.*

Does that come under the head of Science or Ethics?—No, under General Information.

Sir *Alfred Croft.*

When you speak of giving a more practical training in Science, you do not refer to definite laboratory instruction?—We do make use of the laboratory.

In that respect then you do not differ from Government Colleges?—I am aware that in Government Colleges Natural Science is taught, but it is not taught in Government schools.

The *President.*

Is that owing to the circumstance that it is very difficult to obtain teachers of Natural Science in this country?—I do not think so; we have plenty of Graduates in Science.

Who have followed the developments of Experimental Science?—Yes.

Sir *Alfred Croft.*

Do you think that the Graduates of the Calcutta University are equally qualified with the Graduates of English Universities to teach the highest development of Mathematics and Science?—I am not prepared to say that a Graduate of the Calcutta University is necessarily inferior to the Graduate of any English University. If, however, you limit the comparison to Calcutta University Graduates and Graduates of Oxford and Cambridge, I am willing to admit that the best Graduates of Oxford and Cambridge Universities stand higher in the estimation of the people.

Do you know the highest University standards at Oxford and Cambridge and at Calcutta so as to be able to compare them?—So far as I am aware, the Cambridge standard in Mathematics and Physics is higher than the Calcutta University standard. I do not know anything about Oxford.

And presumably therefore the Graduate in those subjects at Cambridge would be the more qualified teacher?—Yes.

Can you compare the standard of Mathematics and Physics at Dublin University with that at Calcutta?—I happen to know nothing about Dublin University.

Do you know Mr. Booth?—I have heard of him.

As a qualified Mathematician and Physicist?—Yes.

The *President.*

Do you know anything about the London University?—Only from what I have heard from those who have studied there.

Do you know Dr. Roy?—Yes.

Do you think highly of him?—Yes. His pupils think very highly of him.

Could he have received as high an education at any Indian College?—He had the advantage of an education not only in London, but at Cambridge also, so that he must have sat under some of the best known Professors.

Sir *Alfred Croft.*

If you could get a Native Professor who was equally qualified, would you still prefer an English Professor?—I would have the best man I could get, no matter what his nationality was.

Which do you consider to be the leading College in Bengal?—The Presidency College.

To what do you attribute its excellence?—The reasons are evident. The Presidency College has a very highly qualified staff of Professors.

Do you think it desirable to maintain it at the highest point possible of efficiency?—Certainly.

Do you know what fees are paid by students there?—Rs. 12 a month.

What fees are paid by students at your College?—Rs. 3 a month, our object being to spread the advantages of education more widely among a large section of the community which cannot afford to pay the Presidency College fees, and which, I think, is increasing in number yearly.

The *President.*

You say one of the objects of the system of instruction you impart is to supply the deficiencies of Ethical training given at the Government Colleges. Do you think, having regard to the fact that those Colleges are open to persons of every creed, that it would be possible for them to attempt anything like a thorough Ethical training?—I am aware of that difficulty. I do not think that they could teach Ethics, which, to be properly so called, must be founded on Theology. All I mean to say is that in Government Schools more personal influence might be brought to bear on the pupils.

In view of the desire which many Natives of this country entertain that their officials should, as far as possible, have received what is known as an English training, is it advisable that the larger Government Colleges should have an Englishman at their head?—As regards the Dacca College, I think private enterprise will very shortly lead to changes in its position as a Government College, and I think so also as regards other District Colleges. The Presidency College, however, occupies this special position, that whatever be the fate of the other Colleges in Bengal, the Presidency College must be maintained in its efficiency, and therefore I think the Principal of that College ought to be a European.

Do you think then that there should always be one institution maintained by the Government as

The *President*—contd.

a standard of excellence to which other Colleges should aspire?—Exactly. I am in hope also that private liberality will establish educational institutions in India which shall be less dependent on the State than the Mufasal Colleges are at present. The institution of which I am the Principal has been established by a body of gentlemen known as the Indian Reform Association.

Sir *Alfred Croft.*

You would advocate the withdrawal of Government from any of its Colleges when private enterprise shall have established there a College of the same degree of efficiency?—I would advocate the gradual withdrawal of Government.

In every case?—Yes; I do not think that at present any body of individuals would agree to take over the management of Government Colleges, but it will be done in time.

The Hon'ble Mr. Justice *Miller.*

Suppose a private gentleman were formally to take over the management of a Government College, is there not the objection that after his death there would be no one to take his place; and in the absence of a guarantee of its continuance would you advocate the withdrawal of Government from any of its Colleges?—In the first place, I do not consider that Government ought at once to withdraw its aid altogether from education. It must do so gradually; and I think the only way to do so would be by substituting Native teaching agency largely for the present European staff. I believe that is being done in many of the Government Mufasal Colleges now. And also I do not think that the University affiliates Colleges which do not give proper guarantees of their continuance for five years at least, and of their proper supervision.

The *President.*

Is it desirable to continue the system of affiliation?—I think so.

Would you not allow a man from any educational institution to present himself for examination at the University?—I think the system of affiliation is a good one; it prevents many abuses, especially in this country.

Abuses in what respect?—I do not think that, in the absence of the affiliation system, you could exercise proper supervision over private institutions.

The only effect of affiliation is to enable a candidate who can produce a certificate that he has attended for a certain number of years the classes of an affiliated College to present himself at the University examinations. How does that guarantee this supervision which you speak of?—I think that when a College is affiliated to a University, there are also certain conditions required of it, amongst others what sort of provision has been made for tuition.

If a College is considered capable of giving education up to a certain point, it is not refused affiliation?—No; I think the University has great power in dealing with private schools in Calcutta. There are schools which are known as bogus schools.

Sir *Alfred Croft.*

There is no affiliation in the case of schools?—No.

Would not the effect of this gradual substitution of Native for European agency in the teaching staff of Government Colleges have the effect of lowering the efficiency of those Colleges during the period of transition?—No; what I mean by Native agency is just the agency which is employed in private Colleges, and also in many Government Colleges. I do not think the efficiency of those Colleges is impaired by the employment of Native Professors.

Do you consider Natives of India as qualified as Europeans for the post of Circle Inspectors?—Yes; Native Inspectors would naturally know more of the needs of our society than Europeans.

You are no doubt aware that the Government of Bengal has declared them to be fully as well qualified as Europeans for those appointments. Are you aware that out of four Inspectorships, two are held by Natives of India. Do you consider that the proportion of Natives in the Subordinate Educational Graded Service is fair and sufficient?—Yes; there are ninety-six graded appointments. Of these five are held by Europeans, four by Eurasians, and the rest by Natives of India.

Understanding, as you do, that in time one or two non-domiciled Europeans in the Department may not be required, do you consider that a sufficient proportion of Natives?—Yes.

The Hon'ble Maulvi *Abdul Jubbar.*

You say one of the objects for which the Albert College has been established is to give instruction in Science through the medium of the vernaculars: what advantage is there in that?—This, that it conveys a large amount of information in a minimum of time and to the largest number. It takes eight long years for a young man to master English sufficiently to understand the technicalities of Science. I think the same amount of Science could be taught in half that time through the medium of the vernaculars. I refer of course to oral instruction.

Do you think sufficient moral training is given to the students in Government Schools and Colleges?—What little is given is given through the medium of text books. Out of school hours I do not think Government teachers have any influence over the conduct of boys.

Is the moral training they receive from text books sufficient?—No.

Can moral training be imparted without religious instruction?—That is the great difficulty; my own opinion is that it is possible. Young men are not in a position to understand the difficult questions of Theology, and it is possible by direct moral teaching to influence their characters without availing ourselves of Theology. I have always held the opinion that it might be possible to solve the religious difficulty by introducing comparative Theology into our University teaching.

Mr. *Ryland.*

Each religious denomination would have its own Professor?—Yes.

Are you aware of the cost to the State which the education of each student involves?—Certainly; it costs more in Government than in private Colleges.

What is your experience of the effect of the training given in Government Colleges on the morality of young Hindus?—I do not think that a system which professes to have no religious preference in a country where education is not in the hands of the people can be considered satisfactory. In this country we cannot have religious training. While education is, and must be, in the hands of Europeans, all the ideas that are conveyed by means of books are foreign, so that there is much of artificiality in the present system. Such a system cannot be entirely satisfactory, but we must make the best of it.

Is it not desirable, in order that Native students may acquire a fair knowledge of English, that they should have the assistance of English teachers?—It is desirable certainly. Results, however, have shown that very fair English up to the F. A. standard can be taught by Native teachers. It is certainly very desirable to have English Professors for the B. A. and M. A. classes.

The *President.*

Do you really mean to say that it takes a Native student 8 years to learn sufficient English to enable him to read a primer in Natural Science?—I think it does.

Have you ever met medical students who had to read Latin in order to take up Celsus?—No.

Perhaps you are not aware that in England youths were required to take up Celsus for their medical examination. Do you not think that a boy could learn a sufficient amount of Latin in three years to be able to study Celsus?—I do not know.

The Hon'ble Maulvi *Abdul Jubbar.*

Are not defects in pronunciation difficult to correct in after life?—There are many Native students whose pronunciation of English is defective; but, as a matter of fact, absolute correctness in pronunciation is not required by the University.

Sir *Alfred Croft.*

You think that for the B. A. and M. A. students European Professors are desirable?—Yes.

Do you know any instance of a College officered by Natives alone having a student class up to the M. A. standard in Mathematics or Physics?—I do not; and I think it is possibly owing to the expense of teaching up to the M. A. standard.

Mr. *Ryland.*

Do you think those classes would be formed if Government withdrew its support from education?—Certainly.

Bengal.
Education.
North's III
A. Pedler, Esq.

WITNESS No. II—*4th April 1857.*

Examination of A. PEDLER, Esq., Professor of Chemistry, Presidency College, Calcutta.

Sir Alfred Croft.

When did you enter the Service?—In 1873. I was appointed by the Secretary of State in Class III, but I refused to come out in the lowest class.

Are you of opinion that the Secretary of State could not have obtained a qualified Professor for the salary of the lowest class?—Not with the qualifications he asked for.

The President.

Where were you educated?—At the Royal College in London. I entered the Royal School of Science, and went through the course there. I was for some years Second Master of Chemistry in a Government College. I also held an appointment at the Royal Institution. I have also studied Manufacturing and Theoretical Chemistry in Germany.

Sir Alfred Croft.

You have had a good deal to do with teaching Chemistry to the pupils in the Presidency College?—Yes; and in the Engineering College also.

Do you consider that the best Graduates whom you have turned out from the Presidency College are educated up to the highest standard of instruction that is obtainable in England?—Certainly not.

Would you, in the interests of education, advocate the appointment of Calcutta University Graduates to teach Physical Sciences in the place of the best men that can be obtained from England?—Not for teaching up to the M. A. standard, nor to the B. A. Honors; possibly they would be competent to teach up to the B. A. pass. I think that what is greatly wanted for teaching up to the highest class here is specialists. In the first place, education is making such rapid strides that, unless a man takes up a subject, he is not able to keep abreast with that subject: in the second place, I do not think that our present system of education is calculated to produce specialists, but rather to produce men of fair general education: in the third place, the majority of Native Graduates when they have taken their M. A. degree seem to consider that they have completed their education, and either entirely or practically cease their studies in Natural Science. Year after year I have tried to persuade some of the men who have taken the M. A. degree after passing through my lectures to come back to me and to go on with their studies with a view to original research afterwards, and I have never yet succeeded. As I said before, I think that one of the great difficulties in the way of finding qualified Native Professors of Physical Science is that Graduates who have taken their M. A. degree fancy they have completed their education instead of simply having laid the foundation of it; and so long as this habit of thought continues, we shall never get the highest qualified teachers here.

The Hon'ble Mr. Justice Miller.

May they not be compelled by necessity to give up their studies and take to some profession?—Not in all cases. I have known sons of well-to-do parents whom, when they have passed their M. A. degree, I have asked to come back and resume their studies, and who have declined to do so.

Sir Alfred Croft.

Have you not known of men in England and Europe who, with every circumstance of poverty against them, have overcome those difficulties and risen to the very highest distinction in Science?—I have known many such instances.

Have you ever known any instance of that kind to occur in this country?—I am afraid I cannot mention one.

You have said that the Calcutta University aims at imparting a good general education, but not at creating specialists: is that, do you think, true of the M. A. degree course under the new rules?—It has been improved very much in that respect lately, and in the next year or two some new regulations will come into force which will again improve it. The tendency is to render education more special.

If you could get a Native of India qualified to teach in your own or any other subject, would you have any objection to appoint him?—None whatever.

You would appoint the best man you could get without regard to race?—Yes.

The President.

Are there not in England many openings in life for gentlemen who pursue the study of Natural Science?—Undoubtedly.

Of late years, for instance, Manufacturing Chemistry has been a great field for the employment of scientific men?—Yes.

In India such openings are at present very few?—They are not so numerous; but I have on many occasions been asked to recommend Native gentlemen who knew something of Science, and I have frequently not been able to do so.

In England there are numerous scientific publications which keep alive the interest in scientific studies of those who have devoted themselves to those studies?—Undoubtedly.

And that is an incentive which is almost entirely wanting in India?—There must be half-a-dozen periodicals which come weekly. There is one periodical for every science, and many *quasi*-periodicals which take in various sciences.

Are there not in England Societies under Royal patronage designed to encourage the study of Science by people anxious to distinguish themselves in Science?—Yes; I do not mean to say there is any reason to blame the present state of affairs, because Science really has not been taught sufficiently long to have made any great impression on the race; but in the course of two or three generations, it ought to be looked for. You cannot expect to change the entire course of thought of any race in the course of one generation.

The *President*—contd.

Are your pupils in the Presidency College sufficiently instructed to be able to teach Natural Science at the High Schools and in the College classes up to the B. A. degree?—I have passed a very large number of Native Graduates through my hands, whom with a little experience I would thoroughly trust to teach up to the F. A. standard, and in many cases up to the B. A. pass standard; but the Honors' standard is, I think, as a rule too high for Native Graduates as they are at present. No doubt there are exceptional cases.

As regards the higher class of teaching, do you not consider that it will be found more necessary than anything else to select certain Colleges for the prosecution of certain studies; for instance, to make it a distinctive feature of one College to teach Natural Science to a higher degree of proficiency, and a distinctive feature of another College to teach literature to a higher degree of proficiency, and would it not also be found more economical?—I would rather see teaching in India more centralized, and have one institution where the highest teaching in all branches could be carried on together. I think you would find it very much more economical to do so, because the branches of education dovetail into each other to such an extent that in a system such as you propose you would have to duplicate your Professors.

Sir *Alfred Croft*.

You would concentrate all the teaching in one institution in Calcutta?—Yes; I would convert the Presidency College into a great teaching University, teaching up to all standards.

And if that were done, would you consider it of so much importance whether the Government maintained its connection with the Mufassil Colleges?—I think the majority of these Colleges might then be handed over to the local authorities.

The Hon'ble Maulvi *Abdul Jubbar*.

Have you met any of the gentlemen who completed their education before the University came into existence?—I have met them in society.

Have you met the Revd. Lal Behari and Dr. Rajendralala Mittra?—Yes; I have known the latter for many years.

Are their acquirements in English equal to those of our present B. A's?—It is a difficult question to answer in so many words. The gentlemen you have named have lived a good many years, and have had more practice in teaching and writing English than modern Graduates have; but, so far as I can see, their English is quite as good as the English that is taught at present.

You do not consider that their knowledge of English is superior to that of the present generation?—The gentlemen you have named to me are exceptional men. I have no doubt that there are a few among the present Graduates who are as good English scholars. I suppose you do not mean to say that every man who was educated in *pre*-University days is equally good as an English scholar as Dr. Rajendralala Mittra.

Sir *Alfred Croft*.

You think that our best Professors at present are to be procured from England?—Yes

And therefore, in the interests of education, you would procure them until equally good men can be obtained from Indian Universities?—I would.

Do you think that the best means are taken to procure the best men from England; that is, are the conditions of service sufficient to attract the best men?—I think there is a considerable amount of difficulty experienced now in getting men of the class we want.

To what do you attribute that?—They must hear that there is a good deal of dissatisfaction among the members of the Service at present with regard to their position as to pensions and length of service.

What age were you when you entered the Department?—Nearly 24.

Then you do not come under the rule which allows a reduction of 3 years in the term of service for pension?—No.

You have to serve the full term of 30 years in India before obtaining a good service pension, no furlough being allowed to count?—Yes.

Do you think the knowledge of that fact prevents the best men from becoming candidates for these appointments?—So far as I can judge from my own feelings, it would do so.

And, judging from your own experience, you think better men would be attracted to the Education Department if the initial pay were higher?—Yes; and if the service for pension were shortened.

The Hon'ble Mr. *Quinton*.

What is the initial pay?—The initial pay they offer is Rs. 500, but I refused to come out on that.

Sir *Alfred Croft*.

Would a system of graded pensions be attractive?—Certainly; and I believe of advantage to Government.

In what way?—In the first place, after a man has been serving in India for 20 or 25 years, he gets very considerably behind the age with reference to modern methods of teaching, and even with reference to the Science which he himself professes to teach. As our rules are at present constituted, we can scarcely even take furlough in order to go and bring ourselves abreast with the times in that respect. I have to put in 20 years' service to get my pension, and no furlough is allowed to count. I was 24 when I joined, and I have only one year's furlough to take in the whole of my service.

When you come to the end of your service, you will have been 21 years in the Department from the time you entered it?—Yes.

The Hon'ble Mr. *Quinton*.

Is retirement at the age of 55 compulsory?—No; you can get an extension.

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The *President*.

How long have you been in the country?—Fourteen years.

Do you consider it expedient that the Heads of the principal Colleges in India should be Englishmen?—I think it desirable that the Heads of all English-teaching Colleges in Science and so on should be held by Englishmen.

Do you know any Native who would be fit to be at the head of a 1st grade College?—If the teaching at those Colleges were confined to Oriental subjects, there might be Natives fully qualified for that position; but, under present circumstances, the teaching being principally in English and of European subjects, I think it desirable that Englishmen or Europeans should continue to be at the head of Colleges.

Can you say whether the remark is true that there is a great want of discipline in the Colleges of this Presidency?—The discipline in our Colleges about two years ago had decidedly deteriorated, but since then it has improved.

What was the cause of its deterioration?—It is a little difficult to say.

The *President*—contd.

Is it in any degree due to the substitution of Native for European tuition in Colleges?—I have not sufficient evidence to connect the two.

Mr. *Ryland*.

Have you had any European or Eurasian students in your College?—A few only.

Have you found them, as a rule, to possess those qualities which make useful Government servants?—Most of them have been hard-working, industrious lads, who would, I think, do well in Government service.

The Hon'ble Maulvi *Abdul Jubbar*.

Are not students of the present day in the habit of mistaking insolence for independence?—I have always been treated with great respect by the students; but I have seen cases of students who were insolent to their Professors.

The Hon'ble Mr. *Quinton*.

I suppose that had such insolence occurred in a class at home, it would have been very promptly put down?—Yes; and it has been put down here.

WITNESS No. III—*4th April 1997*.

A. M. Nash, Esq.

Examination of A. M. NASH, Esq., M A., Inspector of European Schools, Lower Provinces.

Sir *Alfred Croft*.

How did you enter the Service?—I had seen an advertisement by the Secretary of State asking for a Graduate of Oxford to fill an appointment in this Department. I answered that advertisement, and got the appointment. I had taken a 1st class in Mathematics at Oxford. From 1875 to 1892 I was Professor of Mathematics, or, as it was called, Professor of Natural Philosophy and Astronomy in the Presidency College. For a little over a year I officiated as Inspector of Schools in the Presidency Circle until I was appointed Inspector of European Schools.

Do you consider that the Secretary of State adopts the best means to secure the best men for this Department?—Certainly not. The advertisement I referred to was published only in Oxford; but I believe as a general rule such advertisements are sent to Cambridge also, and published in the *University Gazette*. These advertisements are only sent when a vacancy occurs, and the persons appointed are the persons who answer the advertisements at the time. To my own knowledge persons have applied at my suggestion, and when I thought there was a vacancy; but in their case the answer was that there was no vacancy, but that the names of the applicants had been recorded. They never heard anything more about it, although, I believe, I am right in saying that vacancies did actually occur only three months afterwards. In a particular instance, the appointment to be filled was that of Professor of Natural Science, and I was told in the Director's Office that it had not been possible to obtain a man with the necessary qualifications. Yet I personally know that one applicant was a gentleman of my own College who had obtained a 1st class in Natural Science, and of whom at the time it

Sir *Alfred Croft*—contd.

was authoritatively said that he had done better than any man at Oxford had done for some years, although he had taken up two branches of this subject, namely, Physics and Chemistry, whereas as a rule only one subject is taken up. He told me not very long after he applied that he had heard nothing further from the Secretary of State about his application. That was in 1874; a similar case occurred in 1881 and 1882. A 1st class man at Oxford applied for an appointment, and received the same answer that there was no vacancy, and that his name had been recorded; but nothing further was ever said about it.

The Hon'ble Mr. *Quinton*.

Are these appointments made in communication with the Heads of Colleges in England?—Not of late.

The Hon'ble Mr. *Justice Miller*.

What means do you consider the Secretary of State might adopt to secure the best men?—He might either consult the list of applicants when vacancies occur, or he might send the applications out here to be selected from. At the same time he ought to make it known in Oxford and Cambridge that a certain number of vacancies in different classes were likely to occur, so that persons desirous of applying might send in their names. If that system were adopted, I believe the men we should get would be an improvement on those we at present get, because now the choice only lies between men who have just taken their degrees and have not settled down to anything.

Sir *Alfred Croft*.

Would it be advisable to offer these appointments for competition after examination?—I do

Sir *Alfred Croft*—contd.

not think you would get any candidates if you did that. The only persons who would compete would be those who were in a transition state, who had obtained their degrees, and had not settled down to anything.

From your experience as a Professor of the Presidency College, can you say whether an M.A. of the Calcutta University in Mathematics would be capable of filling a Professorship in the Presidency College?—Nine-tenths of the local M. A.'s are certainly not qualified to teach beyond the B. A.

That is to say, from your knowledge, first, of Graduates of Oxford and Cambridge in Mathematics, and, secondly, of Graduates of the Calcutta University in Mathematics, you consider that the Graduates of Oxford and Cambridge are more competent as Professors than the Graduates of the Calcutta University?—Picked Graduates of Oxford and Cambridge are.

The M.A. standard at Oxford and Cambridge is a higher one than that at the Calcutta University?—The standard proposed is not so much higher, but the standard achieved is considerably so.

Is there a greater inclination shown by Graduates of Oxford and Cambridge to independent study after taking their degrees than there is among the Graduates of Calcutta?—Judging from my own case and my experience of the mathematical men with whom I was intimate at home, I should say that the men at Oxford read more after taking their degree than they do before; whereas Graduates of Calcutta, with very few exceptions, give up reading after they have taken their degree.

Your experience during the last five years has been confined rather to Europeans and Eurasians?—Yes.

Do you think that domiciled Europeans and Eurasians get their fair share of appointments in the Educational Department?—I doubt whether there are many openings for them. It is difficult to say whether the proportion of appointments they enjoy is a fair one, because it is not easy to say what the prizes are. But certainly there are very few openings of any kind in this Department for Europeans and Eurasians.

For Masterships, say of the value of Rs. 100 a month, would picked Eurasians and domiciled Europeans be more efficient than picked Natives of India?—It is difficult to say. There is a much wider field among the Natives, but I certainly consider that the best domiciled Europeans and Eurasians would make very much better Schoolmasters than the best Natives, with the exception of one or two of the very best.

In what respect?—They are more willing to study, and keep up with their work. They are more energetic in their work, and give more attention to and take more interest in it. The discipline they maintain is certainly better according to my experience. I have not much experience of Native Schools, but, so far as it goes, that is my experience. I was for one year Inspector of Native Schools, though I had not much opportunity for inspecting them, being mostly engaged in inspecting European Schools at the time.

The Hon'ble Mr. *Quinton*.

Could you get a picked European or Eurasian for Rs. 100 a month?—Not unless he had a prospect of promotion. You would not get a good man to take anything like that.

The Hon'ble Mr. *Justice Mutter*.

Taking the class of Europeans and Eurasians whom you do get for that salary, and the prospects of promotion, would they be steadier than Natives you would get for the same salary and the same prospects?—I cannot say they would be more, but I do not think they would be less steady.

Mr. *Ryland*.

Taking the best men who have been turned out by the local Colleges, like St. Xavier's and the Doveton, so far as you have experience of them, can you say whether they possess all the qualities which are desirable for Uncovenanted Servants generally?—I think the best of them are good, but not, I think as good as imported Englishmen.

Comparing them with Natives?—I would not put them on a lower level; the best of them I would put on a higher level.

Is it usual in your Department to appoint outsiders to the graded appointments?—It is contrary to present rules to do so.

Would not such appointments cause considerable dissatisfaction?—Decidedly they would, and I believe some of the junior men would resign. A case of the kind did in fact occur. A Civilian was temporarily appointed as Inspector for three months. Thereupon all the men in the Department, considering this to be only a resumption of what was the old state of affairs, held a meeting to talk over the matter, and I for one placed my resignation in the hands of the Director of Public Instruction.

The Hon'ble Maulvi *Abdul Jubbar*.

In what way do you consider Natives to be inferior to the best among the domiciled Europeans and Eurasians?—It may be partly prejudice, but my opinion is that I would sooner trust the best Europeans and Eurasians than, speaking generally, the best of the Natives. I admit, however, that I have met one or two Natives who were quite as trustworthy as the best among the domiciled Europeans and Eurasians. By trustworthy I mean more reliable.

The *President*.

Do you frequently find domiciled Europeans and Eurasians applying for appointments in this Department?—No; they know there are very few appointments to be had; some occasionally ask my advice, and my advice is not to apply.

Would a salary which would be sufficient to secure a good Native be altogether insufficient to attract a moderately good European or Eurasian?—Certainly. You could get a dozen Europeans to fill such an appointment for a short time, but you could not induce them to stay. Appointments in European Schools with salaries from Rs. 50 to Rs. 150 are frequently vacant owing to the difficulty we experience in getting qualified Europeans and Eurasians to take them.

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The *President*—contd.

As a rule do the Europeans and Eurasians who offer themselves for such appointments possess any high University degree?—Not as a rule; those who take high University degrees generally seek employment in other branches of the Service. There are perhaps half-a-dozen now in the Department who hold Calcutta University degrees. Most of the higher appointments are held by persons brought out from home.

Do you consider that the salaries which are paid to Natives engaged on higher tuition are sufficient to secure the services of capable men?—My experience has reference only to Mathematics. I know very little of the men who adopt other branches of learning. I certainly do not think that they are sufficient to secure the best Mathematicians. Our best M.A's have resigned their appointments believing that they can do better as Pleaders.

Do you find it the case also in the subordinate grades that men frequently resign the Service for professional or other employment?—I have known a few such instances. I think also that there are very few instances of Mathematical M.A.'s remaining in the Service.

Is promotion in the Subordinate Graded Service fairly quick?—I am not in a position to say.

The Hon'ble Mr. *Justice Miller.*

Is it not necessary that teachers of lower forms and Entrance classes should possess a knowledge of the vernaculars?—Certainly.

Do domiciled Europeans and Eurasians such as you have referred to possess that knowledge sufficiently to be competent to teach Native boys?—In some cases they do, but not in the majority of cases.

Are you yourself sufficiently acquainted with the vernaculars to be able to offer an opinion?—I used to know the vernacular to a certain extent. I have passed the high proficiency standard in Sanskrit and Bengali.

The *President.*

Do you inspect the hill schools?—Those in Darjeeling, yes.

What character do the boys bear who are educated in those schools?—I think they are more manly than the boys educated in the plains; they live more in the open air, and are more given to out-door exercise.

Do you consider that there are boys now being educated in these and in the Calcutta schools, like the St. Xavier's, La Martinière, and the Doveton, who would be physically fit and sufficiently well mannered to be employed as Assistant Superintendents in the Police?—Yes.

Sir *Alfred Croft.*

Do you think that the conditions of service attaching to appointments in the Superior Service as offered to men in England are sufficient to attract the best men?—Certainly not the best. You get second rate men as a rule. The best men will not take them, except it is by accident.

Sir *Alfred Croft*—contd.

What is it which prevents their doing so?—A man can do better by staying at home. A man who has taken a good degree and has a chance of a Fellowship can make as much money without the drawbacks of climate and residence in a foreign country.

Is the length of the service which is required in order to obtain a pension regarded as a drawback?—I think the majority of the men who read the advertisements pay more attention to the pay than anything else. If, however, they did happen to look closer into the conditions of service, then no doubt that also would be a drawback.

Have you yourself reason to be dissatisfied?—I have never been satisfied.

Were you over 25 when you entered the Service?—No.

You will have to serve for fully 30 years before you can retire?—Yes.

The *President.*

Are there not at present many gentlemen in the higher branch of the Department who have taken high honors at Oxford and Cambridge?—Certainly. There are several men than whom you could not find much better either at Oxford or Cambridge.

Are these gentlemen at least the equals of those who seek employment in the Civil Service?—I certainly think that the best men in the Education Department are at least as good as the men who are obtained by competition.

How was it that they entered the Education Department? What induced them to do so?—I think if you look into individual cases, you will find that in nearly every case it was either because the climate of India suited their constitutions better, or else it was because they could not at the time obtain any employment which suited them better, and that they were afterwards too lazy to throw it up.

Do you think that if the age for the admission to the Civil Service were raised to 23, we should obtain men for that service of the class we now obtain for the Educational Department?—I certainly think you could obtain as good men as you get now for this Department. I know that a good many of my contemporaries at Oxford were dissuaded from competing by the tutors of their College, because it would have broken their course of study for a degree. That was, in fact, my own case. I believe you would obtain a considerable number of the men at Oxford who have obtained their degrees, and have either just failed to obtain Fellowships, or who have reason to think that there are no Fellowships likely to fall vacant for a number of years. The honors men are almost invariably dissuaded by the Fellows of the College from going in for these examinations. The College does not like to lose them.

Are you aware that that happened in Sir Alfred Croft's case?—Yes; and it happened in my own case also. The argument used was that I was almost certain of a Fellowship.

The Hon'ble Mr. Justice *Miller.*

If the age were raised to 23, would not there be much less risk of the Service being flooded by Natives, education being much better in England, and an opportunity being given to University men to compete?—I do not think so. You must remember that an examination does not necessarily give you the best men. You would get men to compete who had taken honors at Oxford no doubt, but they would not have prepared themselves specially for this examination; while they would have to compete with Natives who had in all likelihood been cramming for this very examination.

The Hon'ble Mr. Justice *Miller*—contd.

The Hon'ble Maulvi *Abdul Jubbar.*

You say you do not think that competition as a rule gives us the best men for the public service?—I do not think it always gives you the best men, but it secures you against getting the worst.

WITNESS No. IV—*4th April 1887.*

Examination of Maharaja Sir JOTENDRO MOHUN TAGORE, K.C.S.I.

Sir Jotendro Mohun Tagore.

Sir *Alfred Croft.*

Where did you receive your education?—At the Hindu College under Captain Richardson, Mr. Carr, and several other gentlemen.

You have considerable experience of educated Natives in this country?—Yes.

Who were educated under various conditions?—Yes.

For giving the best education in this country is it necessary that the teaching should be by Europeans?—I think that for teaching English Literature and higher classics to the highest standard a European is required. For teaching History, Philosophy, Mathematics, and Physics a Native of India might be found equally competent.

Have you known an instance of a Native of India taught exclusively in a College officered by Natives who has taken the M. A. degree in Mathematics or Physics?—I am not certain, but I believe that that degree has been taken by men who were educated at the Metropolitan College, which is an entirely Native institution.

Do you know whether there is any provision in Colleges which are exclusively Native for teaching Physics up to a high standard?—I do not.

Are you aware that students at the Metropolitan College are permitted to attend the scientific lectures at the Presidency College, and that they avail themselves of that permission?—Yes.

So that a student in the Metropolitan Institution who attained a high degree of proficiency in Mathematics or Physics would owe his teaching to the Presidency College, and not to the Metropolitan Institution?—He would partly.

If you could find an equally capable Calcutta University Graduate for any high educational post would you see any reason for appointing a European to that post?—No.

And if you could get a better qualified European would you think it right to appoint a Native of India to that post because he was a Native of India?—Certainly not.

For these educational appointments you would select the best man you could find irrespective of his race and nationality?—Yes.

Sir *Alfred Croft*—contd.

Mr. *Ryland.*

Do you consider Natives sufficiently advanced in the art of teaching to admit of Government withdrawing in a great measure from educational institutions here?—I do not think the time has yet arrived for complete withdrawal. At present Government Schools are a kind of pattern and exemplar to private institutions. But by degrees I think it is possible for Government to withdraw its patronage from some of our school and colleges.

Sir *Alfred Croft.*

For example, you do not think it desirable that Government should withdraw from the Presidency College?—No.

You would maintain the efficiency of the Presidency College at the highest possible point?—Yes.

Are there any other Colleges in Bengal from which you do not consider it desirable that the Government should withdraw at present?—I am not in a position to say that the Government could or should withdraw from any of the Colleges at present maintained by it.

But if the Presidency College was maintained at the very highest pitch of efficiency, do you think that it would be easier for the Government gradually to withdraw altogether from the direction of the other Colleges in Bengal?—Yes.

The *President.*

Do you think it desirable to centralize in Calcutta the best scientific teaching of the Province by locating all the highest qualified Professors here?—I do not think it is altogether desirable on account of the difficulty which many students would find in pursuing their studies so far away from their homes. There are many also who would not be able to afford the cost of living in Calcutta.

Have you any idea of what independently of his fees it would cost a student to live in Calcutta?—That would very much depend on his condition in life.

WITNESS No. V—*4th April 1887.*

Examination of Rai Bahadur RADHICA PROSUNNO MUKERJI, Inspector of Schools, 4th class, Presidency Circle.

Sir Alfred *Croft.*

How long have you been in the Department?—Upwards of 29 years. My present pay is Rs. 460, owing to the operation of a rule passed about four years ago by the Secretary of State to the effect that Natives of India in the higher Educational Service should draw two-thirds of the salary usually granted to Europeans. I think the principle of this rule is a fair one when applied to first appointments to the Service, but I consider that the rule bears hardly on officers who, like myself, are promoted after long service to posts of higher responsibility. It has deprived me of a portion of the salary to which, if I had remained a member of the highest class of the Subordinate Educational Service, I should have been entitled. I was promoted two years ago. I was then drawing Rs. 400 as a member of the Subordinate Service and by this time had I continued in that service, my salary would have risen to Rs. 500. My pay is still Rs. 460, and I am told will continue to be so for two years yet, if I do not receive special consideration at the hands of Government.

And in the meantime you are losing Rs. 40 a month?—Yes.

Where were you educated?—At the Krishnaghur College until I joined the Presidency College. That was in the transition period before the University was quite established.

Were the staffs of the Krishnaghur and Presidency Colleges at that time principally composed of Europeans?—Yes, with the exception of the Professors of Vernacular and Oriental Literature.

From your experience of Graduates turned out by Government Colleges manned by European teachers and those turned out by Colleges under private management and manned by Native teachers, which do you consider the best educated?—Those students who have had the privilege of learning History, Philosophy, and Literature under Europeans have a better acquaintance with and command of English than those who have been taught entirely by Native Professors.

You would not advocate the substitution of Native for European teachers in the higher Government Colleges merely out of regard for Native interests?—I think Native interests would be better served by the higher Professorships for the next few years continuing to be filled entirely by Graduates of Oxford and Cambridge.

Do you refer to teaching in English subjects?—To English, Philosophy, Science, and to some extent Mathematics and Classics. Latin is a subject which is coming to the front.

Do you know any Graduates of the Calcutta University who would be as capable of teaching Mathematics up to as high a standard as the best Professors in the Presidency College?—I have seen some of the best Mathematical men from Cambridge as Professors, and I have seen no Native Graduate yet who, in my opinion, could hold his own against such men; yet I have in my mind two or three very good Mathematical Graduates of the Calcutta University, and the best of them is perhaps the only one who has never tried his hand at teaching. My acquaintance with him is not sufficiently intimate to enable me to say whether he could hold his own against the first ten Wranglers at Cambridge. I can say, however, that I know of no other Native of India who is up to that standard.

Sir *Alfred Croft*—contd.

In appointing to these higher Professorships would you pay any attention to considerations of race and nationality?—No.

Which of the Colleges in Bengal bears the highest reputation?—The Presidency College.

Is it desirable that the Presidency College should be maintained at the highest point of efficiency?—Yes, it is, and further strengthened if possible.

In what way?—At present we have no Chairs of Geology, Mineralogy, or Botany, and I do not think we have a Professor of History either. I would have Chairs for all these subjects.

You would make the Presidency College into a great teaching University?—Yes.

Is it desirable yet that Government should withdraw from any of the Provincial Colleges?—I think the Cuttack, Patna, and Dacca Colleges should be maintained as they are. It might be possible in the course of a few years to reduce the Government expenditure on the Rajshahye, Krishnaghur, and Hughli Colleges, if the local communities could be got to contribute their fair share towards the support of those Colleges; but I think the time has not yet come for transferring these Colleges to local management, even with very liberal local grants.

Is it desirable, with a view to facilitate that transfer, to substitute cheaper Native agency for the more experienced European agency?—At Krishnaghur and Rajshahye we have already a large Native agency; in fact, only the heads of those Colleges are Europeans. I think that for the next few years they should continue to be so.

Mr. *Ryland.*

Would you admit outsiders to the higher posts of the Department, whether Covenanted Civilians or others?—No.

The *President.*

You do not wish that Europeans should always be employed, but only for the present?—Until the Calcutta University gets older and produces men better filled to take charge of Professorships.

You are speaking only as regards the present condition of education?—Yes, and practically for one generation more.

WITNESS No. VI—*4th April 1887.*

Examination of the Hon'ble Raja PEARI MOHUN MUKERJEA, M.A., B.L, C.S.I., Member of the Legislative Council of the Governor General.

Sir *Alfred Croft.*

I was educated at the Presidency College, and took the degree of M. A. in Physical Sciences and B. L. My father has a large zamindari, and has about 20 schools on his estates maintained on the grant-in-aid system. I am a Member and Honorary Secretary of the British Indian Association. I have always taken an interest in education, and have not only managed the schools on my father's estate, but have been consulted about and taken an active part in the management of the Government High School at Uttarpara, which has been endowed by my father and uncle with a monthly revenue of Rs. 100. I have made proposals to raise the school to the status of a College, teaching up to the B.A. standard, and subsequently to the M. A. standard.

Do you think that Graduates of the Calcutta University are fully competent to teach up to the M. A ?—Not in all subjects so well as English Professors.

A fortiori you would prefer English scholars as teachers of the B A. and M. A. classes ?—Yes, especially in English and the Physical Sciences.

If you could get fully competent Native Professors in those subjects, do you see any reason why they should not be appointed ?—I think that, however well educated we may be, and however intelligent in speaking and writing English, errors in idiom and accent will occur. I do not exclude from this remark even Natives who have been to the English Universities.

To what do you attribute the superiority of the Presidency College ?—To its staff of Professors.

Do you think it desirable to retain that institution in its present state of efficiency ?—I think that that College should have on its staff only men of distinguished ability.

Do you think the time has come for Government to withdraw from higher education in any part of the country ?—No. I think that in different places Government should have model institutions to serve as examples for other Colleges.

Do you think model colleges should be maintained at the expense of the public ?—Yes. It is not so much the interests of the students that I regard as the interests of the entire community in expressing this opinion. The education students receive at these Colleges is not a mere personal advantage to them, but it affects the well-being of a large number of our youths whose instruction will be committed to them.

Sir *Alfred Croft*—contd.

In the more important Government Colleges outside Calcutta do you think it desirable, in order to facilitate their transfer to Local Boards, to substitute Native for European teaching agency ?—Except in the two subjects I have mentioned, I think Natives should have the appointments rather than Europeans, and that they are specially entitled to them in the case of History, Philosophy, and Mathematics. This preference should be given not merely as a step towards the object indicated by the question, but also because, all other things being equal, Native Professors are much more efficient than foreign Professors, because they more intimately apprehend the difficulties of Native youths, and are familiar with their habits of thought.

You say, all other things being equal. Are the best Graduates of the Calcutta University equal in Mathematics to the best Graduates of Oxford and Cambridge ?—I think that, so far as the standard of instruction required in this country for the B A. and M.A. is concerned, Native Graduates can hold their own as teachers against the Graduates of any University in Mathematics, History, and Philosophy.

Are you acquainted with the standard for the Honors examination in Mathematics at Cambridge ?—I know that it is much higher than that of the Calcutta University.

Do many of the Graduates of the Calcutta University at or after their examination for M.A. attain the Cambridge University standard ?—No. As a rule they have no occasion to continue their mathematical studies; but when they do so, they attain a very high standard.

But those who do not continue their studies are less capable teachers than the best Cambridge Graduates who are available ?—Yes, in the abstract; but this superiority may be counterbalanced by the superior ability of the Calcutta Graduate to impart his knowledge to Native youths for the reasons I have already stated.

Can you give me any instances of Natives of India who have attained a very high standard of mathematical knowledge ?—Yes (names them). I speak from public opinion, both European and Native. I know that Native students have pointed out errors in Todhunter's books, and that he has acknowledged and has thanked them for the corrections.

I wish to say that, in my judgment, the Inspecting branch of the Service should be entirely manned by Natives, as they are fully capable for that work, and the class of school is not higher than a High School.

WITNESS No. VII—*4th April 1887.*

Examination of SYAD AMIR ALI, Esq., Barrister-at-Law, Member of the Senate, Calcutta University.

The *President.*

Where were you educated ?—At the Hughli College. I obtained the Victoria Scholarship in 1869, and took the M.A. and B.L. degrees here. I then went to England and studied for the Bar. I have been a Member of the Legislative Council of India and Chief Presidency Magistrate.

The *President*—contd.

The *President*—contd.

Do you think the time has arrived for reducing the English staff of the Education Department?—Not as regards higher education. The question requires some degree of consideration. I believe the system of education which is recognized by the University is founded on a mischievous basis. The dual government which obtains is responsible for some of the defects.

What do you mean by the "dual government"?—I mean that while the Director of Public Instruction is in charge of all appointments, the curriculum of studies is practically controlled by the governing body of the University. Within the last 20 years it seems to me that the standard of teaching, instead of improving in the direction of thoroughness, has deteriorated. I think that, as a whole, the Graduates of the Calcutta University do not acquire the thoroughness which I feel is an essential condition of education. A student for the B.A. may take up, besides other branches of study, Physical Science, or, if he is going up for the M.A. degree, he may take up some special subject. Not infrequently he masters that subject sufficiently to enable him to pass the examination; but if one tests him with reference to the subjects of study generally, in almost ninety-nine cases out of a hundred you find his knowledge superficial and confined to the purposes of the examination. Therefore I say Calcutta University education has become a huge system of cram.

Sir *Alfred Croft*.

Do you refer to the M.A. Graduates of the last ten years?—There are of course exceptions, but cases have come to my knowledge, and to the knowledge of those who, being old Graduates themselves, are in a position to judge, which show the Graduates of the present day to be more superficial than they used to be.

Do your remarks specially apply to the M.A. Graduates of the last two years?—No, because they have applied themselves to special subjects.

You are aware that specialisation has been introduced into the examinations during the last two years?—I know that it is beginning to be introduced.

The *President*.

And when it has borne its fruit, you will not require so many English Professors?—No.

Sir *Alfred Croft*.

Which is the leading College in Bengal?—The Presidency College.

Is it desirable to maintain its efficiency at the highest possible level?—Decidedly.

Would you reduce the present number of European Professors in that College?—For the present I would not reduce the number of efficient Professors, of whatever nationality.

You think the appointment of Professors should be entirely independent of race?—Yes.

At present are the most competent Professors to be got from Oxford and Cambridge or from this country?—From Oxford and Cambridge.

The *President*.

Are there any special institutions in this Presidency for Mahomedan education?—There is the Madrassa College which alone can be called an exclusively Mahomedan institution, and unfortunately it is not in a condition which commends itself to Mahomedans.

Up to what standard does it teach?—The F.A.

Who is its Principal?—Dr. Hœrnle, a German gentleman. The staff of the College department consists of a European Principal, a European Professor, two Hindus, and a Mahomedan who teaches Persian and Arabic. There is an Arabic department attached to it, in which instruction is given in the Arabic language, and there is a School department, in which English and Persian are taught up to the Entrance standard; but we hope some day that the College will be on a footing which will satisfy the aspirations of Mahomedans. A good number of Mahomedans—I believe about eight—attend the Presidency College. There are some also at the Free Church Institution and at St. Xavier's, and many at the General Assembly's Institution. There are 20 students at the Madrassa. When the College was first opened, there were many more, but, owing to the teaching staff not being considered satisfactory or sufficient, most of the students returned to the Presidency and other Colleges. Some have gone to the Hindu Institutions, such as the Ripon and the City Colleges. If the staff of the Madrassa was as efficient, or nearly as efficient, as the Presidency College staff, they would prefer to go there.

Sir *Alfred Croft*.

What is the highest number that have attended the College classes at the Madrassa?—I think I was told by the Principal that it came to 48. There are some scholarships which are tenable by Mahomedan students in the Madrassa only, and, but for them, some of the present students would not be there. I think Mahomedan students, as a rule, prefer to be taught by Englishmen in subjects which require a good knowledge of English.

Are you aware that, under orders of Government, any Mahomedan student in Calcutta is entitled to read in any college he pleases, whether Government or private, with the privilege that Government pays two-thirds of his fees in that College?—I am aware of it. It is a great concession. There are very few Mahomedans in the higher Educational Department, and only two or three in the lower grades. The reason of that is partly their not having taken to English studies, and partly the circumstances that even those who are supposed to have some qualifications, are still lagging behind. As a matter of fact, the paucity of Mahomedan Educational Officers does to some extent interfere with Mahomedans taking to education.

The Hon'ble Mr. *Quinton*.

Did not another Mahomedan gentleman obtain a scholarship when you yourself did?—Yes; several did.

You had both attained considerable proficiency in English?—Yes.

Witness No. VIII—*5th April 1887.*

Examination of the Revd. K. S. MacDonald, Principal of the Free Church Institution, Calcutta.

Sir *Alfred Croft.*

You have been connected with the Free Church Institution for the last 25 years. Is the staff of the Free Church Institution mostly composed of Europeans or Natives?—Mostly of Europeans in the College department: we have two Native and five European Professors in that department.

Up to what standard do the Native staff teach? Any standard up to the B.A. honors or B.A. pass. I am not sure which: one is an M.A. of the Calcutta University: the other is a pre-University man. The M. A. teaches Mathematics.

Have you an M. A. course in your institution?—We profess to teach any of our students who wish to go up for that degree in English, Mathematics, and Philosophy through European Professors.

You have not found among your staff any Native Professor whom you thought qualified to teach up to the M. A. standard?—The question has never been raised.

Have you ever met a Native Graduate of the Calcutta University whom you thought fully qualified to teach up to that standard?—Not in Mathematics.

In what subjects do you consider it specially desirable to employ European Professors?—In English and Philosophy.

We have been told that there are Graduates of the Calcutta University who are fully competent to teach up to the highest standard in Philosophy. Do you agree with that opinion?—I had a Native in my own institution who was fully qualified to do so.

Do you teach Physical Science in your institution?—Yes, with European Professors.

Which College in Bengal do you consider bears the highest reputation as a teaching institution?—I suppose for the higher branches the Presidency College does, but it is difficult to say with reference to the other branches.

Sir *Alfred Croft*—contd.

To what do you attribute that high reputation?—No doubt it is due to the strong staff of European Professors connected with it.

In the interests of high education in India is it expedient now to substitute Calcutta University Graduates for the European Professors in the Presidency College?—Up to the F. A, I should have no objection. For the B. A. and M A. it is desirable to retain European Professors.

Have you had anything to do with Mufasal schools?—Yes; we have schools in the Mufasal.

Have they been under Native or European Circle Inspectors?—Under Native Inspectors; they are chiefly in the Hughli District.

Have you any other than Native students in your institution?—We have no Eurasians. We have a few Mahomedans.

Do you prefer European Professors merely because of their teaching qualifications?—I think that, more than their teaching qualifications, the training they have undergone in England makes them preferable to Natives as teachers.

The *President.*

For enforcing and maintaining school discipline which are the best, Natives or Europeans?—In our School department we have found Natives quite capable of maintaining discipline, and we have not found any difficulty in this respect in our College department. Still I do not consider it is desirable to have a Native at the head of the College.

Mr. *Ryland.*

I suppose the maintenance of discipline depends very much on the character of the individual whose duty it is to maintain it?—Very much so.

Witness No. IX—*5th April 1887.*

Examination of the Revd. Father Lafont, S.J., C.I.E., of St. Xavier's College, Calcutta.

Sir *Alfred Croft.*

You have been for many years connected with St. Xavier's College?—Since 1865.

You have had a good deal to do with Native and European teachers?—Very little with Native teachers, excepting Pandits and Maulvis.

Then you employ only Europeans on your teaching staff?—Europeans or Eurasians, but we have Natives to teach Oriental languages.

Are all your teachers Missionaries?—I cannot say Missionaries exactly. They are all Jesuits, excepting some lay teachers for the lower classes, who are often old pupils, who, having nothing else to do, are employed in that capacity.

So that the salaries you pay your teachers are no criterion of their market value?—No.

The *President.*

Is the reason of your having an almost entirely European staff that you prefer them to Natives as teachers?—No. We find it cheaper to employ Europeans, because as members of our society they are not paid anything.

Sir *Alfred Croft.*

Have you had any opportunity of comparing the merits, as teachers in the higher College classes, of Europeans educated in Europe and Graduates of the Calcutta University?—I have no great experience in the matter. I entertain, however, some decided opinions as to the result of Calcutta University training. In my opinion it is not such as is likely to form particularly good teachers. It seems to me that a Graduate of the Calcutta University may pass

Sir *Alfred Croft*—contd.

very brilliant examinations, and yet be a very inferior man. The passing of these examinations may sometimes, of course, be evidence of talent; but it may be evidence also of the possession of extraordinary memory power. I may quote as an instance the case of one of our own students who took his B.A. in Latin, but who I personally know to be as innocent of Latin as a newly born child. His extraordinary memory carried him through. He managed to get up the whole of the Latin subject, and I am absolutely convinced that he knew nothing of Latin; and if that is possible in Latin, I dare say that it is possible in many other subjects. I have personally very strong objections to the curriculum of the Calcutta University as it is laid down. We are trying to improve it as far as the Entrance Examination is concerned. The memory of the students is taxed to a very great extent, but I do not think the training they undergo is likely to develop any literary abilities they may possess. They acquire a lot of ill-digested knowledge in various directions, but their intellectual capacities are not, I fear, sufficiently enlarged by it.

Do your remarks refer especially to the curriculum in force during the last two or three years?—My remarks refer rather to the period just preceding the last two or three years. Of late years the University authorities have apparently come to realize the defects of the system.

Are you acquainted with the Presidency College?—Yes.

Has it not a very high reputation as a teaching institution?—Yes; and, as I had occasion to say before the Education Commission, I would consider it a very great misfortune for the country if the Presidency College were abolished. It at least ought to be maintained as a standard of education throughout the Province, and to prevent that standard deteriorating, which it would do inevitably if education were allowed to fall altogether into private hands.

In order to maintain the Presidency College at a high level of efficiency, would you continue to obtain for it the best Professors available in Europe?—Decidedly.

Would you advocate the gradual substitution of Native Graduates of the Calcutta University for the European Professors now employed in the other large Government Colleges—Dacca, Patna, and Hughli, for instance?—I do not think it would be impossible to do that if the selections were properly made.

Would it be consistent with the maintenance of the same standard of efficiency?—There might be some danger there unless proper means were adopted to secure the maintenance of that efficiency; and the Calcutta University examinations would to a certain extent secure that object.

Do you find it difficult in your College to maintain discipline among your students?—We have the same difficulty which I suppose is found in all other large gatherings of youngsters. They are sometimes inclined to be insubordinate, and require to be put down with as firm a hand as we can. We have a mixture of all classes in the School department—Europeans, Eurasians, Hindus, Mahomedans, Jews, Greeks, and Armenians. In the College department the majority of the students are Hindus, with a sprinkling of Mahomedans and Christians.

Sir *Alfred Croft*—contd.

Mr. *Ryland.*

Are the European and Eurasian lads in your institution capable of becoming useful servants in the various departments of the public service?—I have no doubt they are.

Do the best of them possess many of those qualities for which Europeans are valued?—Certainly. I know several East Indian and Native lads who, in my opinion, are quite the equal of any Europeans.

The Hon'ble Mr. Justice *Miller.*

Is there any special reason why Hindus should form the bulk of your students in the College department?—Yes. Formerly we had a larger number of Eurasians in the College department; but as soon as they discovered that the degree of B.A. and even M.A. led to nothing at all in a pecuniary sense, their parents, and they themselves I dare say, considered that they had much better abandon their University studies and take service as Clerks and Assistants in offices.

Mr. *Ryland.*

Have they had as much encouragement as they might have received from Government?—I do not think they have. I have known a good many Clerks, chiefly East Indians, who have worked for years to the fullest satisfaction of their superiors, and who, on the strength of some little prospects they had, married and had children; but when the time came when a certain appointment became vacant which they felt they had a right to as the reward of long and faithful service, some outsider has been pitchforked over their heads into the place. I think this is an extremely discouraging state of things, and ought to be brought to the notice of the Supreme Government. It has been done in many cases that have come to my personal knowledge, and I have mentioned it to several Viceroys in conversation. I am not referring to the places which are reserved for Covenanted Civilians.

The *President.*

Do you refer to Departments in which there is a Superior and a Subordinate Service?—I am not very well acquainted with the constitution of Departments, but I know that many places which could and ought to have been given to East Indian Clerks of acknowledged merit and ability have been given to a European outsider who has had influential friends at his back.

Can you tell us in which Department this has occurred?—I would rather not mention the Departments, but I may say that in most of the Bengal Government offices, and in some India Government offices cases of the kind have occurred within my own knowledge—cases in which the prizes as it were of the grade became vacant, and, instead of being filled by promotion from the office, an outsider was pitchforked into them. There seems also to be too much regard paid to the

The *President*—contd.

nationality of men in making appointments. I mean Heads of offices are in the habit of saying they do not appoint any but Natives, or any but Europeans; so that it happens very often that the unfortunate East Indian falls between two stools, being neither a European nor a Native, though as regards ability he is very often as good or better than either. I have known of scores of such instances.

The Hon'ble Mr. *Quinton.*

I suppose you derive your information from the men who have been superseded?—Yes; and from independent information also. I am very often applied to for letters of recommendation, and I think it only fair that I should take an interest in my old pupils and try to forward their prospects in life. I am therefore often obliged to acquaint myself a little more than by mere hearsay of the merits of these cases; and in some cases I have been fairly roused to indignation. I have thought at times that Heads of Departments were not so fair and painstaking in these matters as they might be.

The *President.*

I suppose you would have no objection to appoint a Native as Professor at the University College, provided he had all the necessary qualifications?—Certainly not. I would put aside race considerations as much as possible.

May not a portion of the defects you find in the teaching of the Calcutta University be due to the circumstance that most of our Colleges attempt to educate the boys in too large classes?—That certainly may have something to do with it. But my chief objection is to the programme of studies.

Have you made the acquaintance of men who acquired their learning from the earlier English Educationalists in pre-University times?—I have. Take, for instance, the case of Kristodas Pal. I do not think he was a University man, but I think he was more thoroughly educated than a good many University men.

Was the superiority of those men due to the fact that more attention was paid to their education?—I think it was, chiefly at any rate, owing to the fact that their education was not governed by examinations. I deprecate that system of

The *President*—contd.

education by examinations. My experience of Native students is that, as a rule, they care nothing at all for knowledge. It is only the diploma they care for. If they get that, they do not care two straws for the knowledge.

Bengal. Education. Section III. Rev. Fr. Lafont S.J.

Do you consider that the rules which prescribe certain educational qualifications—the passing of certain examinations—as the condition of appointment to certain posts in the public service have had an injurious effect on education in this country?—I think they have by tending to undue value being set on examinations. My idea is that it is not at all the best way to select Government officers. I do not think that you get hold of the best men by mere examinations. I was not referring to competitive examinations, but to the rules of Government which require that a man should possess certain educational qualifications—the B.A. degree, for instance—to be decidedly eligible for certain appointments. I think it is an injurious system.

Has it not had the effect of inducing a large number of Hindus and others to acquire an English education when otherwise they would not have done so?—That is really what I consider an evil in itself. I would discourage it as much as possible. I think they would have done much better to have adhered to their Oriental studies, and have left English education alone.

Is there any other point you would like to bring forward?—Yes, with regard to technical education. In my humble opinion the desire for technical education which is manifested very strongly throughout the country just now appears to be somewhat premature. I am assured that, unless Government is very cautious, large sums of money will be squandered to no purpose at all, and not only that, but squandered with mischievous results. I think what demand there is for technical knowledge in the country does not justify the establishment of a very large technical institute such as is contemplated in some quarters, and that the effect of such a measure will only be to manufacture another class of discontented people—a class sufficiently numerous as it is. Because if you have a large technical institute and succeed in turning out a good many very skilled mechanics and labourers, you will find them remaining on your hands seeking for work, and you will have no work to give them.

WITNESS No. X—*5th April 1887.*

Examination of C. H. TAWNEY, Esq., M.A., Principal, Presidency College, Calcutta, Registrar, Calcutta University.

C. H. Tawney, Esq., M.A.

Sir *Alfred Croft.*

You have held your present position for many years, I believe?—Yes; that is to say, as Principal of the Presidency College. I have been Registrar of the Calcutta University for about six years. I officiated for some time as Director of Public Instruction. I have had a good deal of experience of European and Native Professors and of Native students. There are very few Native Professors in the Presidency College.

As Principal of the Presidency College, how far do you think it would be possible to substitute

Sir *Alfred Croft*—contd.

the best Graduates the Calcutta University can produce for the present European teaching staff of the College?—Up to the B.A. pass standard in Mathematics and Physics; possibly to the B.A. Honors standard. Certainly not to the M.A. standard in those subjects. There are always objections to a Native gentleman as a teacher of English History, or any subject in which a good command of colloquial English and English pronunciation is desirable. Students attach great importance to the latter especially, and rightly. As regards discipline, I am of opinion that European Professors

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maintain it better than Natives. I have, however, had only one striking instance of insubordination to a Native Professor, which was, I think, partly due to his own fault. I remember quite as bad instances of insubordination to the European Professors. I think it was partly owing to the fault of one of them. One, a grave instance, had been preceded by gross insubordination to a Native Professor. In that case I think the students were altogether in fault. It was put down summarily, and we have had no trouble since. The present Native Professors are, I think, respected and maintain discipline. For the last 2½ years we have had nothing approaching to insubordination.

In the interests of higher education would you advocate the larger substitution of Graduates of the Calcutta University for Europeans in the teaching staff of the College?—To me the question presents itself partly in the form of a financial question. Supposing my purse are unlimited, I would have all the Professors Europeans.

Would you alter the constitution of the College in any way so as to develop its efficiency as a teaching institution?—Yes. I think a great many Professorships might be introduced with advantage; for instance, Professorships of Biology and Botany. Our students say they do not wish to go to the Medical College to learn Biology, and would be very glad if they could get some Botanical lectures. I think the scope of the College might be developed in many directions; but, of course, unless the Government is prepared to spend a great deal more money than I think they are, it would involve a reduction of the establishments of several other Colleges in Bengal. If the alternative were offered me, I think I would sacrifice some of the other Colleges for the sake of elevating the Presidency College to the status of a teaching University. I think the conditions of student life would be to a certain extent altered by the establishment of a hostelry which would make it possible for students from other parts of India to come to Calcutta.

Do you think also that the public interest in the Government Colleges outside Calcutta is not so great as it used to be owing to the development of railways and communications generally, and that that is an additional argument for transferring funds from these Colleges in order to strengthen the position of the Presidency College?—That is my opinion.

Have you seen the work of Native Inspectors of Schools?—I have had occasion to supervise their work.

Are they fully qualified to discharge the duties of Circle Inspectors?—I think they are. In certain respects, but decidedly not in all, they have the advantage of European Inspectors. They have a greater knowledge of the vernaculars, and I think more insight sometimes into the real facts of cases. In such matters as village disputes and the like they understand the situation better as a rule than Europeans. On the other hand, a European enjoys a great advantage in this country in that he is very often wholly impartial, owing to the fact that he really does not care very much about the interests of any class or

Sir Alfred Croft—*concld.*

body of men. The consequence is that what is to a certain extent a defect in him makes him not so easy to work upon or bias.

In the Superior Graded Service there are out of forty appointments eight held by Natives. You have had some experience of the work of Native Professors in Colleges?—Yes.

Are they, in your opinion, quite competent for the duties they discharge?—I think many of them are. One gentleman, who is called a Native of this country, Mr. Percival, is eminently qualified. He was educated at the Presidency College, and afterwards went to London and took the degree of M.A. in Classics at the University there.

Have you known other Native members of the Superior Service who were Graduates of English Universities?—I know the work of one in the Presidency College.

Is he entirely qualified?—Oh, yes, quite.

If you could have Natives of India who were fully qualified for the duties of Professors, you would not, I suppose, give any preference to Europeans merely on the ground of race?—Certainly not in any subject not requiring an intimate knowledge of English. I think an Englishman has always an advantage in subjects which do require that knowledge.

You are aware that the two Native Inspectors of Schools hold their appointments in the superior service on special terms as regards pay?—Yes.

Do you think it just?—I think it eminently unjust that a rule which, I believe, was originally framed for the case of young men entering the Upper Graded Service should have been applied to men promoted from the Lower to the Upper Graded Service as a reward for the efficient performance of their duties over a long period. In their case promotion has not operated as a reward, because they are unable to rise above a maximum of Rs. 500, unless they get promotion to the 3rd grade over the heads of a number of very deserving men, most of them Europeans.

And, meanwhile, one at least of these officers is actually a sufferer by his promotion?—Yes.

That is to say, he draws Rs. 460 a month now, and will draw that sum for four years from the date of his promotion, whereas if he had not been promoted, he would be drawing Rs. 500 in two years?—I know that it would have been better for him not to have been promoted.

Mr. *Ryland.*

Do you find that European and Eurasian parents rather avoid sending their sons to Government Colleges and prefer to send them to private institutions, where the fees are much higher?—I believe they do, and I think one reason at least is obvious. That is to say, they wish their sons to associate with European and Eurasian Christians.

The Hon'ble Mr. Justice *Mitter.*

Is your opinion as to the greater impartiality of European School Inspectors based upon experience, or is it simply an inference drawn from the isolated position of Europeans?—I think it is simply

Hon'ble Mr. Justice *Mitter*—contd.

an inference drawn from their isolated position. I attach no importance to anonymous letters. I have nothing to say against any of our Native Inspectors whom I consider to be eminently good men, but I do not consider that it is possible to contest the general proposition laid down.

Your opinion then is rather an inference than based upon instances which have occurred within your own knowledge?—It is not based upon experience of instances that have come under my own notice.

The *President*.

Do you consider that the rules which require a candidate for public employment to possess certain educational qualifications have operated injuriously on education in this country?—No; I think it is necessary to require that people who seek employment in the public service should possess a certain standard of education, which, I suppose, can only be tested by examination.

In case the Presidency College were raised, as you suggest it should be, into something of the nature of a teaching University, would you allow the Professors attached to it to admit the pupils of other Colleges in Calcutta to their lectures?—Yes; it is to a certain extent the practice now.

Are there not many branches of study in which it would be difficult for any College in Calcutta, other than perhaps the Presidency College, to secure efficient teaching otherwise than by some arrangement of the kind?— Yes; it is not only so in the case of teachers, but also as regards apparatus and rule.

For instance, might not Natural Science be better taught by Professors in the Presidency College admitting pupils of other Colleges to their lectures?—Yes; we do that now.

If you have a Professor of Botany, might he not be available for that purpose?—Yes.

And that would justify a larger expenditure by Government in the Presidency College than on any other single College?—Yes.

Have we a sufficient number of trained Native Professors for this purpose?—We have several Native Professors who have been trained in Europe I think they ought, if possible, to be trained in Europe.

The *President*—contd.

Sir *Alfred Croft*.

Do you consider that the conditions of service at present offered are sufficiently favorable to attract the best men from Europe, and are they conducive to the interests of the Service?—I think not. Men in the Educational Department have to come out to India at a much later age than men in other branches of the Service. I myself was nearly 27 when I came out. Rules which are suited for a man who comes out at 22, unless a longer life can be predicted in the case of Englishmen, are not suited to older men.

Is not the fact recognized in the case of Barrister Judges and Chaplains?—Yes.

Is it not a fact that a Chaplain after 17 years in the Service becomes entitled to the same pension as you do after 27 years in the Service?—Yes.

In order that Professors should not be retained in the Department when they have become past work, is it desirable that they should be eligible for pensions after a shorter period of service?—I think the period of service for pension should be shorter, and that there should be something of the nature of a graded system of pensions.

The *President*.

If the Educational Department of the future is cut down, as it is proposed it should be, very considerably, you would have it composed of the very best men it would be possible to get for it?—Yes.

Do you think you could do that with the present pay and pension rules?—I do not.

What would a good Natural Science Professor get at home?—I cannot say. I think there is no doubt that, unless they do improve the Service in some way, they will not get the class of men they want. The circumstances of India are much better known nowadays.

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WITNESS No. XI—*5th April 1887.*

Examination of JOHN ELIOT, Esq., M.A., Professor, Presidency College, and Meteorological Reporter of Bengal.

John Eliot, Esq.

Sir *Alfred Croft*.

You have been several years in the Department?—Yes; about 15 years.

How did you enter the Department?— I came out first to the Rurki Engineering College, where I remained for two years.

Have you been able to judge of the capacity of Calcutta University Graduates for teaching the higher subjects?—I have known them as students, not as Professors. I consider them quite capable of teaching up to the F.A. and B.A. pass standards, and perhaps to the B.A. Honors also; but I believe Native students themselves prefer that English should be taught by Professors.

Sir *Alfred Croft*—contd.

Do you know whether the Metropolitan Institution has now arrangements of its own for teaching Physics?—Yes.

Would you wish to see the teaching of the Presidency College extended?—I should like to see it entirely altered. I would have it more of a teaching University conformed to the German model, without examinations, if possible.

Do you consider that the present system of examinations of the Calcutta University tends to injure education?—Certainly.

Would you in selecting Professors for your University give any preference to Natives or Europeans

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John Eliot, Esq.

Sir *Alfred Croft*—contd.

as such, or would you base your preference solely on the standard of training of the candidate?—Solely on the standard of training. But I think an element to be taken into consideration in choosing your teaching staff is the colloquial knowledge of English they possess, and I think that the Professors who come from England are more likely to possess the qualification of a thorough knowledge of colloquial English than any one else.

Which Colleges have hitherto achieved the best results—those which are managed almost exclusively by Natives, or those which are chiefly managed by Europeans?—I am not in a position to form a comparison.

Are the present considerations of the Service as regards pay, pension, and furlough such as to attract the best men to the Department?—I think, on the contrary, they are most unsatisfactory. The present members of the Department feel they have a very strong grievance in that respect. To remove this feeling, I would suggest the adoption of a system of graded pensions and earlier pensions; and, if possible, assimilate the rules to those of the Civil Service. The pensions also should be paid in sterling. The pensions of men recruited in England should be

Sir *Alfred Croft*—concld.

conformable to their conditions and mode of living when they return to England on the completion of their service.

The *President*.

If you would have a small Educational Service in which every member should be a person who has attained considerable University distinction, it would be necessary to make the conditions of that Service in respect of pay, pension, and furlough more liberal than they are at present?—I think so. You would have at any rate to offer such men much higher salaries to commence with. They can command much higher salaries at home than the salaries now given in the Department.

The Hon'ble Mr. *Quinton*.

I believe you were Second Wrangler at Cambridge and Senior Smith's Prizeman?—Yes.

What induced you to come to India?—The consideration of health was the main inducement. I was told that a short stay in India would have a beneficial effect on my health. I therefore took an appointment here, which was not a very valuable one, and subsequently I got an apointment in the Educational Department.

WITNESS No. XII—*5th April 1887*.

Examination of W. T. WEBB, Esq., M.A., Professor, Presidency College.

W. T. Webb, Esq.

Sir *Alfred Croft*.

You have spent most of your service in the Presidency College?—Yes. I have been a Professor there since 1875. I was a year or two at Dacca, and four years in the Martinière College before entering the Presidency College. I took my degree at Cambridge in Classics.

You have had considerable experience both of European and Native students?—They are mainly Eurasian students at the Martinière.

Have you seen anything of the work of Native Professors?—We had a Bengali and a Hindi Professor in the Martinière.

Do you know the standard to which the highest Graduates of the Calcutta University can attain?—Yes.

Is that standard above, up to, or below the highest standard at Oxford and Cambridge?—Below.

That being so, in the interest of higher education in this country, is it desirable to maintain the present complement of European Professors in the Department?—I think it is.

Your opinion is not based on race considerations?—Not at all.

In the maintenance of discipline in College classes is a Native of India at any disadvantage as compared with a European?—In two ways he is at a disadvantage as compared with the European Professor, who generally possesses a certain force of character, which, generally speaking, is wanting in Native Professors.

Sir *Alfred Croft*—contd.

I believe you were appointed to this Department, not by the Secretary of State, but by the Government of India?—Yes.

Did you suffer any disadvantage by that?—Yes; I was not admitted to the more favorable leave rules.

When you were appointed had you any reason to believe that such a distinction would be made?—No.

Many officers who were admitted before you had the benefit of the more favorable rules?—Yes.

You were not, and you regard it as an injustice?—Yes. I was told at the time by the then Director of Public Instruction that there was no doubt about my being put into schedule A.

The *President*.

Are the best educated boys at the Martinière as a rule Europeans or Eurasians?—Eurasians.

Are they also the best fitted for appointments, say, as Assistant Inspectors in the Police?—Some of them were. In my time there was a sprinkling of European students, some of whom have since done very well in the Public Works Department.

I believe in the Martinière School great attention is paid to the training of the boys in Mathematics, and also such other sciences as are calculated to fit them for practical work in life?—I believe so. I believe some of the boys have entered the railway shops. In my time the boys were decidedly clever boys.

The *President*—contd.

Were they instructed Mechanics in those days?—I believe they were.

I understand you to say that the Europeans whom you mention as having done well in the Public Works were educated at the Martinière?—Some of them were.

The *President*—concld.

WITNESS No. XIII—*5th April 1887.*

Examination of H. H. ANDERSON, Esq., Rector, St. James' School, Calcutta.

The *President.*

How many pupils are there in your school?—Eighty; nearly all are Europeans and Eurasians. There are twenty of the former; the majority of the rest belong to the latter class. We have one or two Native Christians. We teach up to Matriculation standard.

Which do you consider to be the most efficient teaching institution in Bengal?—The Presidency College.

To what do you attribute its superior efficiency?—To the fact that it can afford to pay its officers highest.

Is it desirable still to encourage European Professors to take up appointments in this Department?—I think so. But I think the Department ought not to be divided as at present into the Superior and Inferior Service. The distinction ought to be between Professors and men of considerable attainments and men like Inspectors and Schoolmasters. In England there is a very general opinion among the better class of University men that the Department is not a good opening for a first class man, and that especially applies to men of Science. The openings at home for scientific men are very much better than they are here.

Then you consider that we ought to minimise as much as possible the European staff in the smaller Colleges and the Inspector's grade, so as to have money available for increasing the salaries of European Professors, who you would require to be men of first rate ability and proficiency?—Certainly; and I would suggest also that Inspectors should not be appointed straight from England as at present, but from men in this country with practical experience in teaching. At present we have Inspectors who have had no experience whatever of practical teaching.

Have you had experience of Native as well as European schools?—Yes; I was for three years in charge of the Vizagapatam Hindu College. The Professors in that College were all Natives, and, except as regards English teaching, their work was very fairly done. Their general fault was that having been engaged almost entirely in preparing students for examinations, they had not the amount of general reading which I find even Eurasian Masters have here.

Do you consider European or Native tuition the better in Philosophy, for instance?—I have not much experience as to that, but from what I have seen, I am inclined to think that Natives, unless of the very first rank, never thoroughly grasp the full meaning of the books they have to read, owing probably to their imperfect mastery of the English language. As regards Science, I think Natives would make quite as efficient teachers of Science if only they had the same training as European Professors have. Hitherto they have not been able to acquire that training. In Mathematics, I should say, they were quite as efficient as Europeans.

The *President*—contd.

Have you ever known any Natives who were distinguished as teachers of Mathematics?—I cannot say that I have, but I have heard that there are such men in Madras. I know of none among the Graduates of the Calcutta University.

Do you know whether it is the practice in England to select School Inspectors from amongst the body of teachers, or to take men from the Universities?—In some cases they are appointed straight from the University. I cannot say if that is always the case.

Mr. *Ryland.*

Among your students have you any whom you think likely to make good servants of Government?—Compared with the Native students, I think European and Eurasian lads have particular aptitude for applying themselves to anything, and that is what we try to develop. We do not simply cram our students with certain subjects. I wish to bring to the notice of the Commission that in the lower grade of the Department there are at present only three Eurasians or Europeans as against eighty-nine Natives. I am personally aware that one of our own masters has tried to get admission into the Lower Service, and that he was told that there was very little chance of his getting in. At present all the appointments in the Subordinate Service seemed to be kept entirely, or almost entirely, for Natives. Now I consider that our boys and other Europeans and Eurasians educated in the country are quite as capable of doing the work as Natives are.

Are you aware that there is an order of the Government of India which has been understood not to allow the appointment of any Eurasian or European to any post bearing a salary of more than Rs. 200 without the special sanction of the Governor General?—Yes.

Sir *Alfred Croft.*

Have you considered whether the number of Europeans and Eurasians in the Department as compared with the Hindus does not bear a very fair proportion when you contrast the number of Hindu schools with the number of Eurasian schools?—I would not judge so much by the number of schools as by the number of educated men.

But even then would not the Natives largely out number the others?—No doubt; but the question is whether the proportion is a fair one.

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Education.

Section III.

H. H. Anderson, Esq.

Mr. *Ryland.*

When did the instance you mention occur?—Lately.

Sir *Alfred Croft.*

To whom was the reference made?—I cannot say. I heard it from one of our Masters who himself had applied. I do not know whether he applied direct to the Head of the Department, but I know that he applied to some person in authority, whose influence he was trying to secure. The man is the son of a missionary out here.

Sir *Alfred Croft*—contd.

Is he a Native of India according to the definition in the statute?—He is domiciled here. His father was born and bred here.

WITNESS No. XIV—*6th April 1887.*

The Hon'ble A. M Bose.

Examination of The Hon'ble ANANDA MOHUN BOSE, Barrister-at-Law, Calcutta.

Sir *Alfred Croft.*

Where were you educated?—At the Presidency College here, and at Christ's College, Cambridge. I am a member of the Inner Temple. I am President of the Council of the City College, an institution which is entirely taught by Native Graduates.

Are they in every respect as competent for the duties as the best Graduates of European Universities who come to this country?—Up to the B. A. pass standard they are. In higher teaching I should prefer the best English Graduates.

Are you aware of the provision which reserves one-sixth of the superior graded appointments for Natives of India, and do you think it desirable to increase that proportion?—I would fix no limit at all.

For Professorships in the larger Government Colleges in India would you have the best men obtainable, irrespective of race?—Certainly. I would suggest that up to the B. A. pass standard Graduates of the local University should be more largely employed as teachers; and with regard to the B. A. Honors and M. A. standards, I think that additional Chairs ought to be created, to be filled by the best men obtainable from the English Universities. I would turn the Presidency College into a kind of teaching University, and make it a part of the University itself. I think one great advantage of increasing the number of Chairs would be that it would induce our best Graduates to join the Department. Considering the rival attractions of the legal profession and of the other branches of the public service, I think also that better terms should be offered in order to induce our best Graduates to join this Department. In that view, I would suggest that they should be allowed to commence on a salary of Rs. 200, with a prospect of an increase to Rs. 600 or Rs. 700. No doubt one great objection to the adoption of my suggestions would be the great additional outlay it would render necessary; but my opinion is that an outlay which would give us a splendidly officered College would be the very best investment the country could make. I think also that it would remove that feeling of rivalry which exists between the Presidency College and other aided or unaided institutions, by making the Professors of the teaching University devote themselves to furthering the interests of their scholars instead of looking to the results of each annual competition. The system of teaching Universities is in vogue not only in France and Germany, but in Scotland and in England also. Oxford and Cambridge are to a certain extent teaching Universities, and even in the London University there is a strong movement in that direction.

Sir *Alfred Croft*—contd.

The Hon'ble Mr. *Quinton.*

Do you think you could see your way to reducing the charges for the maintenance of the other Colleges in Bengal so as to set free funds for the purpose of your scheme?—It could be done to a small extent, but additional outlay would still be required.

Sir *Alfred Croft.*

Do you think that, having regard to the competing claims of the Bar, you would have any chance of getting the best Graduates in any large numbers to accept the salaries offered by the Department?—At any rate a much larger number would be available than at present. The attractions of the Bar are somewhat waning owing to its becoming over-stocked. I think the Director of Public Instruction ought to have a wider discretion to avail himself of the services of those gentlemen. With regard to the Inspecting staff, it ought to afford a much larger field for employment to Natives of this country. Out of the five Circle Inspectors, there is only one Bengali in a permanent appointment; the other is officiating merely. I believe it will be generally admitted that a properly selected Native gentleman would be equally competent for the duties of Inspector as a European. On the whole, I think he would have the advantage. It may be that Bengali Inspectors would not have practical experience of the systems of education as carried on in the great educational centres of Europe; but even that comparative disadvantage may be removed by proper selection. I do not think the two-thirds pay rule ought to obtain, in this Department at any rate.

Mr. *Ryland.*

With the improvements which you would introduce into the Presidency College, would you raise the fees payable by students there?—No.

I suppose you are aware that every Native student at the present day costs the State about Rs. 388 annually?—Yes.

WITNESS No. XV—*5th April 1887.*

Examination of Khan Bahadur Nawab ABDUL LATIF, C.I.E., Member of the Senate of the University of Calcutta.

Sir *Alfred Croft.*

I believe you have taken a good deal of interest in education, and are closely connected with the Calcutta Madrassa College for Mahomedan boys, and I believe you know the standard of study which is maintained in the Presidency College?—Yes.

Is it, in the interests of education, desirable to replace to a large extent the present European Professorial staff by Graduates of the Calcutta University?—Not altogether. To some extent competent Graduates of Calcutta might be appointed.

Up to what standard could an ordinary Graduate be trusted to teach in the Presidency College?—To the F.A., and, in very rare cases, the B.A. pass.

The Hon'ble Mr. *Quinton.*

Have you any experience of the schools in Bhopal?—To some extent.

The *President.*

Do you know anything of the Madras Presidency College?—Very little.

Are you aware that of the two Native Professors there is one teaching up to the M.A. degree in Mathematics?—Yes. If we could get Native Graduates of the highest attainments in Mathematics and Physics, I should have no objection to appointing them Professors of those subjects.

Sir *Alfred Croft.*

If you had control of an unlimited purse, would you have the teaching staff of the Calcutta Madrassa composed of Native or European Graduates?—European Graduates.

The *President.*

Which would you prefer as teachers of Mahomedan law?—Mahomedans if we could get them. I think a Mahomedan scholar would have an advantage in this respect over an English scholar

WITNESS No XVI—*5th April 1887.*

Examination of WILLIAM D'CRUZ, Esq., Head Master, Free School, Calcutta.

William D'Cruz, Esq.

The *President.*

How long have you been engaged in education?—Twenty-seven years.

Has the time arrived when the Education Department of this country can be recruited in this country?—I do not consider that there ought to be more Natives appointed than are at present in the Department. I use the term Native in the statutory sense, though I am aware it has not been so interpreted in the Department. The few Statutory Natives who have been permitted to enter the lower grades of the Service have not succeeded in rising at all. They are generally classed as Europeans, and rejected as such. I think they are as fully qualified as Natives to fill these posts, and in fact some of the disqualifications of Natives does not apply to them. I refer to their mastery over the English language. I certainly think it desirable that the Presidency College should be maintained in its present state of efficiency. That efficiency I consider to be due to its European Professorial staff. I am aware there are many highly trained Native Graduates in the market, but I do not think their employment as teachers would tend to improve the state of education in the country. For them it would be the imparting of foreign knowledge in a foreign language. I think Native students would themselves prefer to be taught by Europeans. And this, I think, is proved by the fact that many Natives go to England for instruction. We have in the Free School boys who are the sons of poor but respectable parents, and also the sons of the lowest class of people. We teach them up to the Matriculation standard. We train teachers also. There is no inducement for them to enter the College classes. When they leave us, some of them enter the Sibpur College. Our pupils are principally Eurasians. There are a few Europeans, but no Hindus are allowed admittance. I wish to add that the Educational

The *President*—contd.

Code, while it has been a concession to the people of the country, has not yet given us any opportunity for receiving higher education to fit us for the higher services in India. Such of our Colleges as do attempt to impart a higher education have a very hard struggle to do it The cost of maintaining an efficient staff of teachers for the College department is so very great that we are obliged to trench upon the Lower School department to supply it. There is a High School standard which leads away from the University, that is to say, it teaches some subjects which are not necessary for the University Entrance.

Sir *Alfred Croft.*

Are you not aware that the Government of India has attached special privileges to boys who pass the High School standard?—Yes, but we are not aware what they are.

What salary does a European or Eurasian Graduate accept in this country?—As good a salary as a European Graduate from Europe. I do not mean to say that a European Graduate coming from England may not be the superior man, but still I say that an Indian Graduate may be equal to some of them, and there is no reason why they should not have the same status. Ordinarily the market price of a graded University B. A. is Rs. 50 a month.

Do you know any Eurasian B. A. who would accept service on that?—No. But he would accept an appointment in the higher grades of the Department.

Mr. *Ryland.*

Have not one or more teachers in the Doveton College accepted salaries of Rs. 50 to start with?—Yes, but they had prospects also.

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Section III.

Babu Surendranath Banerjea.

Witness No. XVII—5th April 1887.

Examination of Babu Surendranath Banerjea, Proprietor and Professor of English Literature, Ripon College, Calcutta.

Sir *Alfred Croft.*

Up to what standard does your College teach?—The B. A. and B. L. degrees. It has not yet presented any candidates for the B. A. degree. It was made a 1st grade college two years ago. I was educated in the Doveton College. I went to England and passed the competitive examination for the Civil Service. I know something about the staff of the Presidency College.

Do you think it desirable to replace the Graduates of European Universities who are teaching them to any great extent by Graduates of Indian Universities?—As far as practicable I would employ Graduates of the Indian Universities.

From your knowledge of the general standard of attainments of the Graduates in the Calcutta University, up to what standard would you trust them to teach?—To the highest.

The *President.*

Are they competent to teach up to the M. A.?—They do so to this moment in the 1st grade Colleges. The Metropolitan Institution passed the largest number of B. A. candidates last year in History and Philosophy. The Free Church Institution employs Native teachers to a very considerable extent.

Do you consider Natives equally competent to inspect schools?—Yes. I would separate the Professorial and the Inspecting staffs. Certain qualifications are required to make an efficient Inspector, which the Professors do not, and never will, obtain. To be an efficient Inspector, you must know something of the practical working of the smaller schools. I would leave it to the Director of Public Instruction to appoint from Masterships of schools to Inspectorships in exceptional cases. Generally, I would recruit the Inspector's grade from a local Graduate under trial as Deputy Inspector, which, I believe, is done now in some cases. I wish also to say that the University has a large surplus fund every year, which must be utilized for the purpose of bringing out Professors from Europe. At the present moment the Local Boards make grants in connection with the schools. There seems to be a feeling that these grants should not be made in the case of Entrance schools, but only in the case of minor schools. The effect of that, if it were done, would soon be that the Entrance class schools in the Mufasal would collapse, and high education would be smitten in its very vitals.

Mr. *Ryland.*

Has the time arrived for Government to withdraw its support from higher education in Bengal?—Not at all.

Do you not think that the Government Colleges hinder the establishment and enlargement of private schools?—I think they bring about a healthy spirit of rivalry, and they are useful in the Mufasal, especially in promoting high education.

Witness No. XVIII—5th April 1887.

Babu Shib Chandra Gui, M. A.

Examination of Babu Shib Chandra Gui, M. A., Professor of Literature in the Sanskrit College, Calcutta.

Sir *Alfred Croft.*

You have been engaged in education for the last 14 years?—Yes.

What are your views with regard to the larger employment of Natives in the Educational Department of this country?—I think Native Graduates may be found fully qualified to teach to the B. A. pass standard, but not perhaps to the M. A. degree or B. A. Honors. There are some educational institutions of which the Professors are all Natives, and which have hitherto done very good work. I am aware that the quality of teaching is not always to be proved by the number of passes secured.

Is it desirable to maintain the Presidency College in its present state of efficiency?—Yes; I think there is room for raising the standard of education in this country to a level with the standard of education at home, and for that purpose it is necessary to secure the services of first rate European Professors.

Sir *Alfred Croft*—concld.

But if Natives of India were equally competent to teach, you would see no reason for not employing them?—Yes, it is simply a question of training and ability.

Is it desirable that the Government Colleges in the Mufasal should have Englishmen at their head?—I think it is for some time to come, and it should be the business of the English Principal to teach English. In that branch of study European Professors have a decided advantage over Native Professors.

Is there anything else you wish to say?—No.

Section IV—Written Evidence

No. I.—Memorial addressed to the President of the Public Service Sub-Committee.

(Through the Director of Public Instruction.)

The undersigned for themselves and on behalf of the teachers of grant-in-aid schools in Bengal beg to lay before you their claims for such Government support and patronage as you think they deserve.

2. Under the terms of the Despatch of the Court of Directors, No. 81 of 1856, dated the 17th September, they were entitled to a Government pension. In 1855 it was found necessary to take precautions for the due and punctual registration of their claims to such pension, and it was notified—

"That, in the case of all teachers of grant-in aid schools who may be entitled to pension under the Despatch above cited, and who may desire that their claim to such pension be duly registered, all orders regarding their appointments, dismissal, or absence on leave shall issue formally from the office of the Divisional Inspector of Schools, and no such orders shall be valid unless so issued."

* * * * * * * * *

3. But the Resolution of the Government of India, dated 19th February 1863, declared that the construction put upon the Despatch was erroneous, and disallowed their claims to any pecuniary support from Government.

4. There are men who accepted service in aided schools before the promulgation of the latter order. Your memorialists leave it to you to decide if, considering their pay, their habits, and the nature of their service, it would not be ruinous to them if they retire without anything to fall back upon in old age.

5. Further, there are some who, after receiving an education which might have procured them employment in some Government Department, became Masters in aided schools, if not under the promise, at least in the hope, that they would eventually receive Government employment. It was apparently in consideration of this fact that the Education Commission accepted the suggestion of such experienced educationists as Babu Bhudeb Mukherjea, C.I.E., and of the late Babu Kristodas Pal, and recommended that "efficient and successful" teachers of grant-in aid schools should be appointed to Government posts; but, so far as your memorialists can learn, the recommendation has remained a dead letter to the present day.

6. Under these circumstances, your memorialists pray—

(*a*) that some pension, if not from Imperial, at least from Local Funds, may be granted to aided Schoolmasters employed before 1853:

(*b*) that in the event of any Master in an aided school receiving a Government post, at least a certain portion of his former service in such school may count towards a pension:

(*c*) that special consideration may be shown to such as have fulfilled the conditions alluded to in paragraph 2 of this memorial:

(*d*) last, though not least, that the recommendation of the Education Commission, to which reference has been made, may be carried out.

No. II.—Babu P. N. Bose, Deputy Superintendent, Geological Survey.

Babu P. N. Bose.

With regard to the *higher* service, I would propose—

(1) that specialists alone be appointed, as far as possible, who should not be required to lecture upon different subjects at different times:

(2) that the grade system be done away with, and a suitable scale of pay and pension, which is likely to secure the services of thoroughly competent men, determined instead, according to the importance of the Professorships, and the supply of candidates therefor.

(3) for Chairs which cannot be properly filled up in India, Professors should be obtained from England, who are, of course, to be paid more liberally than those appointed in India, and who should be allowed certain special privileges:*

(4) whenever a vacancy occurs which has to be filled up from England, the Secretary of State should cause advertisements to be published in the leading scientific and literary journals, giving information about the subject of Professorship, pay, and other necessary particulars. The present mode of filling up vacancies is, I think, highly unsatisfactory:

(5) there should be a committee of literary and scientific gentlemen of European reputation in London, who will consider the claims of the candidates, irrespective of race or creed—the

* The present starting pay for European Professors is, I think, too low to attract specialists of eminence. The finishing pay, however, is very high. A mean fixed pay of Rs. 1,000 per measem will, I believe, secure the services of thoroughly competent men.

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literary portion of the committee of candidates for Literary Chairs, and the scientific portion of candidates for Scientific Chairs. The committee will nominate, for the approval of the Secretary of State, the candidate they consider most eligible:

(6) there should be no limitation of age for appointment.

No. III.—Babu Parbati Churn Roy, B.A., Deputy Magistrate, Deputy Collector, Munsiff, Small Cause Court Judge, and Subordinate Judge, Darjeeling.

I served as Head Master in different Zillah Schools under Government from 1862 to 1869, and have ever since continued to take special interest in the working of the Education Department. The following are the rules regarding appointments in the upper grade of this Department, in connection with which my countrymen labour under disadvantages:

(1) The maximum number of Natives who can be appointed to the upper grade is limited to one-sixth of the entire number of appointments in the grade.

(2) The maximum pay allowed to a Native Officer is two-thirds of the pay of the appointment held by him.

As regards the first of the two rules above mentioned, it is not possible to understand why a limit should be fixed as to the *number* of appointments to which Natives can be appointed. The only test for fitness for appointments in the Education Department should be the test of intellectual fitness, which includes moral fitness as well; and all considerations of race, colour, and creed should have no place in making appointments in this Department. That a Native is as competent as a European to serve in the Inspection Branch of the Department has been proved in the case of Baba Bhudev Mukerjea, C.I.E., who for several years held one of the two 1st class appointments in the upper grade. The present Registrar of the Calcutta University, Dr. P. K. Roy, D. Sc. (London), is also the Professor of Mental and Moral Philosophy in the Presidency College. Professor H. M. Percival, M.A. (London), who is a native of Chittagong, and Professor Jagadish Chandra Bose, M.A. (Cantab) and B. Sc. (London), are filling with credit the Chairs of English and Physics in the same College. But to be satisfied as to the fitness of Natives for teaching the subjects of the B.A. degree examination of the Calcutta University, one has only to turn to the annual results of that examination in the subjects taught by Native Professors, not only in the Native Colleges, but also in the Missionary and Government Colleges of Bengal and the North-Western Provinces. Such being the case, all restrictions as to the number of appointments which can be held by Natives should be removed. In advocating the removal of distinctions based on colour, I trust I shall not be understood as advocating the appointment of incompetent Natives. It is always possible to find out from the Professors of private Colleges, Missionary and Native, as well as from the Subordinate Professors in the Government Colleges, the most competent person to fill up a vacancy when it occurs. Or, if the appointment is meant to be given to a person who has won honors in an English University, it will not be difficult to make a selection from amongst the English and Native candidates educated in England. All that the Government should do is to invite applications by means of notifications published in India and in England, and then to select, after an examination if necessary, the best person from amongst the candidates. For this purpose there should be a commission composed of a certain number of Europeans and Natives with whom the power of making the selection should reside. This would prevent the admission of incompetent persons, Europeans and Natives, into a Department in which none but the very best men available in India or in England should be admitted. My views as to the necessity for the appointment of a Public Service Commission in India, like the Civil Service Commission in England, will be found stated towards the concluding portion of this letter.

The second rule above referred to by me, which limits the pay of a Native Officer to two-thirds of the maximum pay of the appointment held by him, seems based on the rule regulating the salary of the Statutory Native Civilians. But it does not take notice of the fact that there is no difference in the salary of a Native and a European member of the Civil Service appointed after examination in England. Now there would not be much reason for complaint if the appointments in the Education Department were made after competitive examinations on the principle followed in the case of the Civil Service. Natives entering the Service, after passing the competitive examination in England, would then enjoy the same advantages as Europeans as regards salary, &c., as are enjoyed by their fellow countrymen in the Civil Service. Then, again, the argument that a European should get a higher salary than a Native, on the ground that he comes to serve in a foreign country, loses its force when weighed against the opposite argument that a Native prosecuting his studies in an English University has not only to undergo unusual privations and hardships, but has to incur heavy expenses in the journey to and from England, as well as during several years University residence in that country. All these circumstances should be taken into consideration while fixing the pay of a Native Educational Officer trained in England. The distinction, however, does not appear to be unfair in the case of Natives educated in India. They have not paid for their education as highly as their countrymen educated in England, and it is but fair that they should not be paid as highly as the latter. Besides, a Native who returns to India after several years residence in England, returns with ideas acquired in a more civilized and expensive country, which make living in India more expensive than in the case of persons who have not acquired those ideas.

The reforms I would propose in connection with the Education Department are therefore the following:

(1) There should be no restriction as to the number of appointments that can be held by Natives in the upper grade.

(2) The rule which limits the pay of a Native to two-thirds of the maximum pay of the appointment held by him should be cancelled so far as it affects those Natives who enter the Department after finishing their education in England.

PROCEEDINGS

OF

THE SUB-COMMITTEE,

PUBLIC SERVICE COMMISSION.

NORTH-WESTERN PROVINCES AND OUDH.

Education.

Section I.—Note by the Sub-Committee.

The Department of Public Instruction was created in the North-Western Provinces in 1855, and in Oudh in 1864.

The Directorship of the Department is at present held by a Covenanted Civilian. There are twelve graded officers on pay rising from R500 to R1,500. Six of them are employed as Inspectors of Schools, two as Principals, and four as Professors in the Government Colleges at Allahabad and Benares. Of the first mentioned, the services of one have been lent to an aided College. One graded officer is a European domiciled in India: the remaining eleven are two Europeans not so domiciled and one Hindu. Appointments to the Graded Service are made by the Secretary of State, and officers take rank and receive promotion in order of seniority, the pay being personal and irrespective of the office held for the time being. The objections urged against the present system are that it makes no distinction between the Professorial and Inspecting branches, and that an officer once admitted to the graded list or gazetted appointments is assumed to be equally qualified for any office in the Department. Of the five witnesses examined, one Mr. Bouflower, a graduate of Cambridge, Professor of Mathematics in the Muir Central College, was Inspector of Schools for a year, and Pandit Aditya Ram Bhattacharjea has been Professor of Sanskrit in the Central and Benares Colleges, and also Professor of History. The highest paid graded appointment* and three out of four places in the† 2nd grade are held by Inspectors of Schools. The Principal of the Muir College receives only R1,150 and of the Benares College R750.

	R
* Salary	1,500
† "	1,250

A proposal is under the consideration of the Government of the North-Western Provinces to reduce the number of Inspectorships from six to three, increasing the number of Assistant Inspectorships. The strength of the Graded Service, assuming that it will be continued in its present form, would then stand at nine. The effect of this would, in the opinion of the Government, be to introduce a different class of Inspectors, usually Natives, for elementary schools.

In the report submitted to the North-Western Provinces Government on the reorganization of the Department, the Director, Mr. White, makes the following remarks on the necessity for keeping distinct the Professorial and Inspecting staff:

"The remaining offices in the Graded Service consist of the two Principalships of the Muir and Benares Colleges, and of the four Professorships attached to those Colleges. Whether or not the number of graded officers attached to our Colleges should not be increased cannot be discussed here. It is certain that the number cannot be diminished without sacrificing the prestige and efficiency of the Government Colleges, which must be maintained, if at all, as standards for the guidance of the aided Colleges of the Province. I will assume, therefore, here that the number of graded appointments connected with the Colleges is six.

"The Principal performs, in addition to his proper work, that of a College Professor, and his duties may indeed be accurately described by saying that he has to administer the institution as well as to deliver lectures. Thus in considering the qualifications required for these appointments we may, for our present purpose, treat these six graded officers as College Professorships.

"It will, I believe, be admitted that the time is passed when we can accept as a Professor in a Government College in these Provinces a gentleman who has no other qualification than that of having taken the usual degree. A College Professor here, as in Europe, should be a specialist, and should be appointed with reference to his special mastery of his subject. We require the Chairs in our Colleges to be filled by men who are devoted to the pursuit of a branch of knowledge, and who in imparting instruction to their students do not forget that part of the duty of the Professor is to work for the advancement of knowledge. With reference

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to the future University of these Provinces, it is extremely important that this should be borne in mind in filling up the vacant Professorships.

"It will be at once evident then that the qualifications required from our three graded Inspectors of Schools differ widely from those required from our graded Professors. For the Inspector it is sufficient if his acquirements are those ordinarily possessed by English gentlemen who have graduated at their Colleges; and that they have had the experience of school management, which is a necessary preliminary to the efficient performance of an Inspector's duties. But for the Professor we require the one preliminary qualification that he shall be a master of his subject, and he may be then safely set to teach it. Any interchange therefore between the two branches of this Department should be avoided, and regarded as merely a makeshift due to imperfect organization. On this point the Education Commission lay stress in section 369 of their Report."

And again as to the duties of the present highly paid Inspectors, which consist in the inspection of elementary schools:

"But the Inspector has, under the existing arrangement, to inspect the vernacular schools for the people which are managed by the District Boards, and for this work no such high qualifications are necessary. Even if we can afford to employ the expensive officials above described in this work, it is a waste of force to set a Cambridge graduate to pass the cold season in marching through the Province to examine children in elementary subjects in the vernacular, and to determine innumerable questions as to the efficiency or inefficiency of village schoolmasters. We can under proper methods get this work done with equal and even greater efficiency by employing a cheaper agency. This is a point regarding which my recent tour through the Province has left no doubt in my mind."

Mr. Boutflower, Professor of Mathematics in the Muir Central College, gives the following evidence regarding the present system of appointing Professors: "I think, instead of having graded Professors, the experiment might be tried of Government offering Professorships to really good men for, say, five years, at the end of which period the engagement might be renewed. From my experience of University life, a man is at his best as a teaching Professor between the ages of 27 and 40." And Mr. White writes thus at length on the same question:

"But, apart from this special reason connected with our severance from the Calcutta University, the time has obviously passed when any Oxford or Cambridge graduate can be accepted as competent to lecture indifferently on English, Philosophy, Mathematics or History. Each Professor should be now appointed with reference to the special ability he has shown in the subject of his Chair, which may be assumed to be the subject of his predilection. If we are to aim at making our University a seat of learning, no other course is admissible; for no other class of Professors are adapted to form centres around which the studious youth of the country may be expected to gather preparatory to themselves developing into men of science fitted to aid in the advancement of Western knowledge, and its dissemination among their countrymen. Adequately to fill the Chairs of Philosophy, History, Science, and Mathematics, we require then, no less than does a European University, men who have mastered these subjects, and who, while devoting a portion of their time to lecturing to students, may be expected to work independently at their special subjects for the advancement of knowledge. Even the Chair of the English Language and Literature requires to be filled by a specialist, if the subject is to be treated in a manner worthy of a University and the present advanced state of this branch of study. It is obvious that we cannot expect to attract to the Chair of an Indian College such distinguished men as those who adorn the Universities of Europe; but I believe that men of distinguished ability in their special subjects might be attracted by the emoluments we can offer. I would suggest terms substantially as follows: A Professor should be engaged to lecture in his own subject, and for no other duty, during a term of 5 years. The initial salary of the Professorship should not be less than R600 a month; but an allowance of £60 should be made for passage money. If at the end of the 5 years' contract his engagement were renewed, he would be admitted to the Graded Service* when a vacancy occurred, beginning however on R600 instead of R500, and his previous 5 years' service would count for pension. He would then take his promotion by seniority up to the highest grade of R1,500 without reference to the particular appointment he held. His engagement would be, *not* for service in the Education Department *generally*, but simply to lecture in his own subject; and he should understand distinctly that he has no claim to any other appointment other than that for which he is engaged. Such a terminable engagement would ensure us against the danger of burdening the Department with men unfitted for service in India, and for the work we require. The Professor, if he wished to renew his engagement at the end of the period, would have to earn a claim to do so by zealous work; and if, on the other hand, he regarded the engagement as merely temporary, he would naturally be desirous of laying the foundation for a subsequent career as a man of Science by acquiring a reputation while lecturing at an Indian College. From what I have been able to ascertain regarding the rising young men of Science in England, I have little doubt that references to the Principals of Colleges there would speedily bring forward candidates suitable for the posts we have to offer. The recent appointment of a Professor of Philosophy to the Lahore University on terms nearly resembling those now proposed confirms me in this belief, as does the experience of the aided Colleges of these Provinces.

* On the supposition that this was continued in any form; otherwise increased emoluments in another form would be required to retain good men.

"The next appointment to be considered is that of Principals. The Principals of the two Government Colleges* are required to lecture on their own special subjects as well as to administer the Colleges, and they will, specially the Principal of the Central College, be required to take a leading part in the Senate of the new University. The Principal of the Central College will become the chief representative of University education in these Provinces, and should therefore be a man whose learning and character will command respect throughout the Province, in addition to being an efficient administrator of its largest College. But the number of the Professors here from among whom the selection could be made is so small, that it will frequently happen that not one of them is fitted for the appointment, and on the occurrence of a vacancy we shall have to look elsewhere for a successor to the post. Now the Professors, if appointed on the terms above suggested, will have no claim to the office, and their salary, if they are permanently engaged, will depend on their standing in the graded list, and not on the appointment they hold. It will therefore be both expedient and possible to declare definitely that the Principalship of a Government College will be filled up as the Local Government may think fit, though naturally, if one of the Professors in these Provinces had shown the special ability required, he might be selected for the post;† but the choice should not be limited either to the College, the Educational officers, or to India. But an endeavour should be made to attract a distinguished man from the Colleges of Europe to fill the post. In short, the office should be filled up in a manner similar to that adopted in filling up the office of Chief Justice, to which no local Puisne Judge is regarded as having a claim. The introduction of a man fresh from the eager, intellectual life of a European University would give fresh vitality to our local institutions. But since there are many onerous duties attached to the office of Principal, and the emoluments must be sufficient to attract a higher class of men, a special allowance of at least R400 a month should be attached to the post. The Principal might then be appointed to the R600 pay of the Graded Service, if he were not already in that Service, and his maximum pay would thus amount to R1,900."

* The Central College at Allahabad and the Benares College.

† No one would, I presume, propose to restrict the choice of a Head Mastership for Harrow School to the Assistant Masters there.

Messrs. Gough and Boutflower consider that the present pension rules bear hardly on the officers of the Department owing to the fluctuations in the value of the rupee. The former also recommends that officers of the Educational Department be placed on the same footing as those of the Public Works Department in regard to pensions.

Of the 83 remaining appointments with salaries of R100 and upwards, only one is held by a European not domiciled in India, one by a European so domiciled, eight by Eurasians, fifty-nine by Hindus, twelve by Mahomedans, and two by Native Christians. A Hindu also holds temporarily a graded appointment vacant by the absence of the permanent incumbent.

The larger employment of Natives of India is practically thus possible only in the nine graded appointments to which the scale will probably be reduced, *viz.*, two Principalships of Colleges, four Professorships, and three Inspectorships. The Departmental list of the North-Western Provinces and Oudh shows that nine Natives of India are employed as Professors and Inspectors or Assistant Inspectors of Schools in non-graded appointments.

Principalships of Colleges are the only class of offices some of which are not held by Natives. Of these, there are only two.

Employment of Natives in the graded appointments.

The following extract from a note with which Mr. White has favored the Sub-Committee will give the views of that gentleman on this subject:

"In the above paragraphs I have endeavoured to show the qualifications required for the nine graded offices in this Department which are ordinarily held by Europeans, and have assumed that they are so held. But they are not, in my opinion, appointments with regard to which *race* distinctions are of importance. For the Professorships we require men trained in the best culture of Europe; but whether these are Natives of these Provinces, Europeans or Eurasians, is not important provided the necessary qualifications are present. Similarly in the case of the School-masters from among whom I would select the three superior Inspectors. For the Educational work in question, we require men of European *training* and *education*; and if Natives of these Provinces would go through this training, they would be well fitted for the work to be performed. At present, however, this is not the case; and until more Natives of these Provinces can be induced to proceed to England for their education, or the standard of training and teaching in our schools and colleges becomes equivalent to that of Europe, they will not be forthcoming. The proper method of rendering them suitable is to maintain a high standard of English education in our schools and colleges, when Natives of these Provinces, with the requisite educational qualifications, may perhaps be produced. In the present stage of education in these Provinces, it would be a serious blow to progress to substitute Natives for Europeans in the offices of the three Senior Inspectorships and the graded Professorships in the Colleges."

The evidence of Mr. Gough, Principal of the Muir Central College, Allahabad, is as follows:

"In the Colleges, or at least in the Central Colleges, there is no room for the further employment of Natives amongst the graded Professors, if it be supposed to be the business of these

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Professors to fit a certain number of Natives for employment in the public service. They are best so fitted by anglicising them as much as possible, to do which you must employ Englishmen. There is one class of Natives I would except from this remark, *viz.*, Statutory Natives, domiciled Europeans and Eurasians, who have been educated in England, especially at Oxford and Cambridge. I think that if you intend to employ, as I understand you do, a larger number of Natives in the various Departments of the Administration, it is necessary they should be brought under English influences, and by being educated under English Professors at English Colleges, they will acquire to a certain extent English habits of thought. I think Colleges like the Muir and Presidency College should be raised to the status of teaching Universities, and the minor Colleges might in course of time disappear. So long, however, as they remain, I think it essential that they should have an English Principal and Professor of English Literature. I am not qualified to speak of Inspectors. I think Natives make excellent masters for schools teaching up to the Entrance examination. I do not think it necessary that the Head masters of High Schools should be Europeans, but it is desirable because Europeans possess greater force of character and constructive power. It will not be easy to get good men from the English Universities for this Department unless the conditions of service are improved by reducing the length of service for pension. As to pension, the service ought to be placed on the same footing as the Public Works Department under the more favorable rules, and pensions should be paid in sterling. I do not think any subject can be taught with advantage by Natives, except possibly for the purpose of passing the University examinations; but the educational value of such instruction would be absolutely *nil*—a remark which applies to Bengal as well as to this Province. One of the principal functions of an Indian University is to test the efficiency of the colleges and schools affiliated to it. I do not think that examinations in any country, perhaps in India least of all, are any test of moral and intellectual culture. I do not say the test is *altogether* fallacious. I consider that in many of our Indian colleges very little can be done for the moral training of students. I think Native Professors are competent to teach up to the B.A. pass, but not to the B.A. Honors. I think it desirable, in the interests of education in India, that we should, if possible, reduce the number of the English Professorial staff in the Department, and improve its efficiency by offering more favorable conditions of service. I do not think it likely we shall secure in the future such good men as we have done in the past unless the conditions of the Service are improved. I think it desirable to have a Central College in each Presidency officered by Professors of the highest efficiency for other schools and colleges to look to as a standard and a model. At present, to a considerable extent, the governing bodies of Universities are engaged in tuition and interested in keeping the standard of education low."

Mr. Boutflower says:—

"I was posted to my present appointment in 1874. I belong to the Graded Service. I joined that Service at Agra in 1869 as Professor of Mathematics. I am a graduate of Cambridge and in charge of the Mathematical Lectures at Muir College, and I have conducted departmental examinations in Mathematics here. I have also examined for the Calcutta B.A. in Mathematics. I think it is very desirable to have European Professors of Mathematics. The great value of Mathematics as a training is the mental effort which is necessary for solving problems. Native students do not seem to realize this; and I think a Native Professor would be more likely to yield to that tendency. Natives will not try to work out problems; that is especially the fault of Bengalis. The experiment of a Native Mathematical Professor in the Muir College has been tried, with results which were hardly satisfactory. Until the Education Department offers greater advantages to Natives, it cannot be expected that they will think it worth their while to aim at excellence in this branch of knowledge. My general impression of the Mathematical work I have seen in the Benares College is that it is not good."

The evidence of Pandit Aditya Ram Bhattacharjea, Professor of Sanskrit, Muir Central College, is given at length:—

"My grandfather was a Bengali. I have belonged to the Educational Department since 1872; have been Professor of Sanskrit in the Muir Central College, Officiating Professor of Sanskrit in the Benares College, and Professor of History in the Muir College. I have had no opportunity of judging of the relative efficiency of the instruction given by Native and European Professors in English, Mathematics, Natural Science, and Philosophy, except in my own case. I have taught English Literature and History in the first and third year classes with successful average results. The result of my teaching was not superior to that of the English Professors who preceded me. I had taught Sanskrit in the College some four years before I was appointed Professor in English subjects. I think I should have taught English subjects with better results if my opportunity for learning them had been better. I graduated in 1869 as an M.A. in Sanskrit and B.A. in general subjects; I also obtained the gold medal for proficiency in English Literature. I know that the instruction in Science at the Benares College has hitherto been in the hands of Natives, with what result I cannot say. No chance is given to Natives of becoming Professors of Philosophy. I believe that a distinguished Cambridge Wrangler would be preferred by Native students to a graduate of the Calcutta University as Professor in Mathematics; but I believe men who have taken first class honors in Mathematics at the Calcutta University are superior to the average graduates of the English Universities in Mathematics. I believe the inspection of schools, including Zillah and High Schools, can be better performed by 1st class Native graduates than by Europeans. Their local knowledge

as much greater. I think it a waste of talent to employ distinguished European graduates as Inspectors of Schools; but a Native Inspector of Schools should always be a 1st class Graduate. I think Masterships of Schools should be given to distinguished Native graduates. You can get a 1st class graduate for the salary, and he has the advantage of being a Native. We have schools in this city which are managed by private enterprise. One is an endowed school, and the other a proprietary school maintained by subscriptions. They teach up to the Middle School standard. My reason for desiring that Natives should have the Head Masterships of Zillah Schools is the success which they have achieved in the past. I think if the higher appointments in the Department were open to Natives, they would be found more willing to stay in the Department and qualify for those appointments. I agree in the opinion that Government ought to import men of the very highest talent to teach in one Central College; but, unless higher inducements are offered in the way of pay and pension, the best Natives will not join the Department."

The evidence of Babu Madan Mohun Malabya, B.A., Third Master, Government High School, Allahabad, is also given at length:

"In the chief College of the Province, in the College Department, I would have European Professors, even if we had to pay higher for them. In appointing Natives to Professorships, they should be selected rather for their general qualifications than according to the results of an examination. I am a B.A. in the second division. In choosing men for the higher branches of the Department, fitness only should be looked to, and no regard paid to race considerations. My experience is that Native graduates can be found capable of teaching English subjects as well as others. I think they can be found competent to teach Natural Science. I consider from my limited experience that Natives make the best Inspectors of Schools. They have a better knowledge in the Vernacular for one thing; another thing is that I think first class Europeans are thrown away on Inspectorships. I consider a Native to be quite competent to inspect European Schools teaching up to the Entrance standard. In inspecting and examining schools less attention is paid to composition and translation than to analysis, grammar, and parsing. I think Natives are quite competent to examine in English Composition. The Masters of Schools should generally be Natives of high education and ability, for the same reason that I think the Inspectors should be Natives; but I would not exclude anybody from these appointments. I think the junior grade of Head Masters in the Department is not sufficiently well paid to induce the men to stay in the Service."

Mr. Dodd, Inspector of Schools, thinks that Natives could do the work of Inspectors of Schools, but has observed an inferiority in the schools which had been under a Native Inspector. These latter officers are, he thinks, wanting in bodily activity, energy, and personal supervision. He also considers that as Professors Natives are undoubted failures; they fail in original and experimental work and teaching capacity, and even in Mathematics their teaching is inferior to that of Europeans.

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Section II.—Information supplied by the Government of the North-Western Provinces and Oudh.

No. $\frac{1779}{II-49-17c}$, dated 9th April 1887.

From—J. WOODBURN, Esq., Chief Secretary to the Government of the North-Western Provinces and Oudh,

To—The Secretary, Public Service Commission, Allahabad.

In reply to your Circular No. 270S., dated 30th March, asking to be furnished with certain particulars regarding the Education Department in these Provinces, I am directed to forward, for the information of the Commission, a memorandum prepared by the Director of Public Instruction, which replies sufficiently to the points specified.

2. I am also to furnish a note which was prepared by the Director in July 1886 on the re-organization of Inspectors' circles and the Graded Service of the Educational Department, and to say that the Lieutenant-Governor agrees generally with the principles of that note, especially in regard to the re-arranging of the Inspecting staff, so as to introduce a different class of Inspectors, usually Natives, for elementary schools. On the other hand, the Lieutenant-Governor cannot unreservedly adopt Mr. White's view that English Schoolmasters are essential for the efficient management of the principal high schools.

3. A list of the non-graded officers of the Department is also sent.

Memorandum by the Director of Public Instruction, North-Western Provinces.

(1) *Admission and promotion.*—(*a*) The appointments in the Graded Service are filled up by the Secretary of State. The officers take rank and receive promotion in order of seniority, the pay being personal and irrespective of the office held for the time being.

(*b*) As regards appointment to the non-graded posts, these posts are of two kinds—gazetted and non-gazetted.

The gazetted officers are nominated by the Director of Public Instruction, and appointed by the Local Government.

The non-gazetted officers are appointed by the Director of Public Instruction. These appointments are made with reference to, 1st, seniority; 2ndly, good service; and 3rdly, Calcutta University or departmental examination certificates, or such other certificates. Promotions are given on the same principle. But the appointments to Middle or Lower Vernacular Schools are made by District Board under the Local Self-Government system.

(2) *Pay, pension, and furlough.*—The graded officers are of four grades, and their pay has been fixed by the Secretary of State as follows:

	R		R
1st grade	1,250	to	1,500
2nd "	1,000	"	1,250
3rd "	750	"	1,000
4th "	500	"	750

The pay of non-graded officers ranges from R10 to R500. A copy of the Departmental list of the non-graded appointments is sent herewith. All these officers, both graded and non-graded, are allowed pension and furlough according to the Codes of the Financial Department (Civil Pension Code and Civil Leave Code). But the graded officers are entitled to the more favourable leave rules.

(3) *Technical requirements.*—For the Professorships in Colleges, distinguished Graduates of European Universities are required. The subjects to be dealt with are those prescribed by the Calcutta University.

For the *graded* Inspectorships of Schools, an education in a European University, experience in school teaching and management are needed.

For the Head Masterships of Schools, a University education is required as a preliminary to practical knowledge of teaching and school management.

(4) *Comparative capacity of the several classes.*—Men of all races and creeds in these Provinces are candidates for employment. With regard to their comparative efficiency, this depends so much more on the individual characteristics than on the class or creed that I can hardly compare them *en masse*: we have good and bad officers of all classes. For managing and teaching schools on English methods and for instruction in English I prefer Englishmen, and consider that for the really efficint management of the principal Government High Schools we ought to have a good English Schoolmaster at the head of each.

Note by the Director of Public Instruction, dated 12th July 1887.

Considerable changes in the *personnel* of the Graded Service of this Department may be expected to occur before long owing to the retirement* of some of the senior officers and the furlough which will probably be taken by others. Before any decision is come to for filling up the vacancies, it is, I think, advisable to reconsider the duties to be performed by the higher officers of this Department, and the kind of staff required to perform them.

* According to the published statement of the services of Gazetted Officers, the following members of the Graded Service will attain the age of 55 on the dates mentioned:

Messrs.		
Constable ...	...	September 1891.
Lloyd ...	...	November 1887.
Neufield ...	...	August 1891.
Deighton ...	...	February 1890.
Dodd ...	...	March 1889.
Thomson ...	...	December 1891.

2. As the present note will deal mainly with the changes to be made in the graded appointments, it will be convenient to give briefly the origin and constitution of this Service.

3. In the year 1864, some officers of the Education Department of these Provinces applied to the Director of Public Instruction to be placed on the same footing as that held by the members of the same Service in Bengal under Resolution of the Government of India, No. 1212, Financial Department, dated 13th July 1865. By this Resolution the appointments under the Bengal Government had been arranged in four classes, and a progressive salary attached to each. The classes or grades were as follows:

	Rs.		Rs.
1st grade	1,250	rising to	1,500
2nd „	1,000	„	1,250
3rd „	750	„	1,000
4th „	500	„	750

The appointments placed in each of the four grades were specified, and to each was attached a minimum and a maximum salary which was to be reached in three to four years.† Under this Resolution an officer might have been appointed immediately to the minimum salary of an appointment on *any grade*, for the salary was attached to the particular office which he held.

† At present the rise in salary is determined by section 52 of the Pay and Acting Allowance Code, and is spread over five years.

4. The applications of the officers of this Department to be constituted into such a Graded Service were forwarded to the Government of India under letter No. 1812A. of the 24th October 1868 from this Government, and the sanction of the Government of India was given in Resolution No. 984 of the Financial Department, dated the 1st June 1869. The Graded Service of this Province was thereby constituted on the same lines as that of Bengal.

5. In the year 1872 the establishment of the Muir College rendered it necessary to reconsider the appointments which were classed as graded, and in his letter No. 313. of the 23rd May 1872 to the Secretary to the Government of the North-Western Provinces, Mr. Kempson, Director of Public Instruction, submitted proposals which were adopted by the Local Government and forwarded to the Government of India under cover of letter No. 50A. of the 15th August 1872 to the Secretary to the Government of India (Home Department). But in this letter the Local Government made a suggestion which radically changed the constitution of the Service, *viz.*, that the allotment of appointments in each grade should be left to the discretion of the Local Government, provided the number of appointments in each grade were not exceeded.

6. This reference was disposed of by the Government of India Resolution No. 132 of the 28th March 1873. Fifteen appointments distributed among the four grades were sanctioned, and it was to "rest with the Local Government to allot the places in the different classes [grades], according to its own discretion, among the Professors, Principals, and Inspectors, who are holders of appointments which have been admitted to the classified list under sanction of the Government of India, on a distinct understanding that no new post shall be admitted into the classified list without the sanction of the Government of India, and the aggregate number of appointments in that list shall be made up of the number of Inspectors, Principals, and Professors severally, which have been sanctioned by the Government of India. It will also be a condition that, without the special sanction of the Government of India or the Secretary of State, no person shall be admitted to the graded list, whatever appointment he may hold, who has not entered in the lowest class."

7. The pay of an officer in the Graded Service thus ceased to depend upon the specific office he held, and became dependent on his position by seniority in the graded list: it ceased to be attached to the office, and became attached to the officer.

8. In 1877 a reduction of expenditure in this Department became necessary owing to financial pressure, and the graded list again came under revision, and the case was, after much discussion, finally summed up in Despatch No. 10 of the 31st October 1878 from the Government of India to the Secretary of State, and disposed of by the reply of the latter in his Despatch No. 17 of the 19th December 1878.

9. Finally, by the transfer of the Agra College to local management, two Government posts held by Graded Officers were abolished—one in the 3rd grade, and one in the 4th grade. But the condition of the Graded Service made it expedient to absorb *both* these posts from the 4th grade, and sanction to this was asked from the Government of India in the letter quoted in the margin. Sanction was given to this proposal in No. 146 of 4th May 1886 from the Secretary to the Government of India.

No. $\frac{686E}{III-83-2}$ of 10th August 1885, from the Chief Secretary to Government, North-Western Provinces, to the Government of India, Home Department.

10. The case may be summed up as follows:

The constitution of the Graded Service as now existing is determined by the Resolution of the Government of India of 1872 and the Despatch of 1878, and the number of appointments in each grade was fixed by the orders recently received. The following are the numbers of the appointments in each grade:

		Rs.		Rs.
One in the 1st grade	... ...	1,250 rising	to	1,500
Four „ 2nd „	... ...	1,000 „		1,250
Three „ 3rd „	... ...	750 „		1,000
Four „ 4th „	... ...	500 „		750

These twelve graded appointments are distributed among the following officers:

Six *Inspectors*, *viz.*, of Meerut, Agra, Rohilkhand, Allahabad, Benares, and Oudh.

Two *Principals*, *viz.*, of the Government Colleges at Allahabad and Benares.

Four *Professors*, *viz.*, the Professors of English, Mathematics, and Science at the Muir College, and the Professor of English at the Benares College.

A gentleman on his first appointment to the Graded Service enters in the lowest grade on Rs. 500, and may hold any one of the twelve appointments above specified, rising by seniority in the graded list irrespectively of the office he may hold.

11. In a recent Despatch the Secretary of State pointed out that no one can be admitted to the Graded Service without his sanction.* Ordinarily the appointments to the Graded Service would therefore be filled by the Secretary of State, who would appoint a gentleman to one of the twelve offices above specified upon indent originating with the Local Government.

* The Despatch was received under cover of the letter from the Government of India quoted in paragraph 9.

12. Before leaving this preliminary explanation, it may be well to note that the position and emoluments of the Graded Service were fixed with a view to attract distinguished Graduates of the English Universities into the Service. They are entitled to the same privileges of furlough as Covenanted Civilians under Chapter V, Civil Leave Code, and officers of the 1st grade rank in the 3rd class of the Warrant of Precedence.

13. The question to which I would now request the attention of Government is, how far the staff as at present constituted is adapted to perform the duties required of it?

The general duties to be performed by our Inspectors of Schools can now be laid down definitely; they are—

(*a*) to manage the Government Anglo-Vernacular Zillah Schools;

(*b*) to inspect the Aided Schools of the same class as the Zillah Schools;

(*c*) to inspect the Vernacular and Middle Primary Schools under the Local Boards, and manage the Vernacular Normal Schools, where the teachers for these schools are trained.

Thus each Inspector is concerned with two classes of schools:—

(1) the High and Middle Schools, which give an education up to the University Entrance examination or the Middle examination held by this Department; and

(2) the Vernacular Schools under the District Boards, with their subsidiary training schools.

14. The first group includes the secondary Anglo-Vernacular Schools, at which nearly the whole of our future higher Government officials will receive their education, and they are thus of special importance as institutions for training our principal Native officials. These men form such important factors in the future of these Provinces, that the influences brought to bear upon them during the most impressionable years of life should be most carefully chosen.

15. We now require an educational qualification from all Government servants who hold any posts above the lowest, and for any of the Superior posts we give a definite preference to men who have a knowledge of English. The result is that we compel all youths who aim at Government service to attend the Anglo-Vernacular Schools, the aim of which is to pass their scholars through the Departmental or University examinations. The rules affecting the qualifications for law practitioners will soon have the same result. The Anglo-Vernacular Schools in which these classes are being educated are the Government and Aided Anglo-Vernacular Schools under the management or inspection of this Department.

16. The whole of the Professional class is being trained at these schools. But, further, the standard schools for the Professional classes are also the schools which will be attended by the majority of the sons of the non-professional classes who attend Anglo-Vernacular Schools at all: the bankers, land owners, and others send their boys to these schools, which thus influence for good or evil the whole middle class. The Schools for instruction in Arabic or Persian still exist; but, except as theological institutions, they are devoid of vitality, and appear now likely to sink more and more into the position of special schools, destined to occupy at best the position of religious seminaries or theological faculties. Thus the school education of the middle class, professional and otherwise, is falling entirely into the hands of the Masters of the schools directly or indirectly under the Inspectors.

17. It becomes consequently a matter of urgent necessity to place the inspection of these schools under men whom we can trust to maintain a high standard of instruction, discipline, and moral tone. Since we have led the sons of the most intelligent of our people into these schools, it becomes a duty to provide for them such an education as will tend to raise not only their intellectual, but their moral character; and this can be done in the conditions under which we have to work most effectively if we obtain as Inspectors for these schools men of high education and character. The standards by which we must work are European standards. The education we are striving to give is one determined by European models, and the English element is becoming more and more predominant. The standards of scientific accuracy are European and not Oriental, and accordingly the men who are to maintain them should be, as a rule, gentlemen educated in the English Universities and thoroughly imbued with English culture. The high standard of pay and position given to the officers of the Graded Service is necessary to attract the class of men we require for this work.

18. But the Inspector has, under the existing arrangements, to inspect the Vernacular Schools for the people which are managed by the District Boards, and for this work no such high qualifications are necessary. Even if we can afford to employ the expensive officials above described in this work, it is a waste of force to set a Cambridge Graduate to pass the cold season in marching through the Province to examine children in elementary subjects in the vernacular, and to determine innumerable questions as to the efficiency or inefficiency of Village Schoolmasters. We can under proper methods get this work done with equal and even greater efficiency by employing a cheaper agency. This is a point regarding which my recent tour through the Province has left no doubt in my mind.

19. We thus require two classes of Inspectors, Graduates of European Universities, for our English schools, and an inferior class of Inspectors for our elementary schools.

20. But though we find there are thus two distinct fields for the Inspecting Officer of this Department, it will not be expedient to separate them entirely, and to dissever the administration of the Zillah Schools from that of the Vernacular Schools.

21. If the Vernacular Schools are separated and made into a separate charge, it will become necessary for the Director to hold in his own hands a very considerable amount of supervision over appointments which could be much better performed by a highly paid Inspector, such as above described, possessing the intimate acquaintance with the teaching staff, such as can only be attained by personal contact. It is very necessary to have such officers to assist in the appointments to be made under the rules issued on the 6th of March relating to appointments under District Boards. In brief, it is necessary for the administration of this Department that the Director should have two or more Inspectors who could act as his *deputies* in the divisions of the Province under their charge. These officers must therefore have a general supervision over the whole work of the Department.

22. Secondly, unless the superior Inspector is given an administrative charge such as this, he will be wanting in the special kind of experience which is requisite to render him eligible for the chief office in the Department. Thirdly, it is advisable to maintain the influence of a high class Inspector over the Vernacular Normal Schools and the school staff generally in the Vernacular Schools, if this can be done with due regard to his own special duties. Fourthly, the men best fitted by preparatory training and with the best claims to the office of Deputy Inspector of Schools are found among the Assistant Teachers of our Zillah Schools, and it is therefore expedient that the Inspector in charge of the Vernacular Schools should be in a position to learn from personal experience the qualifications of these men.

23 With reference to these considerations, therefore, I would propose that under each Inspector of the qualifications above described, there should be appointed an Assistant Inspector, whose chief duty it would be to inspect the Vernacular Schools, but who would be available occasionally for the examination of the inferior Anglo-Vernacular Schools. It will thus be the duty of the Inspector to manage the Zillah Schools and to inspect the Aided Schools of the same class, and to exercise a general supervision over the work of the Assistant Inspector, which would, of course, extend to the examination of sufficient Vernacular Schools to enable him to test the character of the work of his Assistant.

24. The practical question now arises regarding the number of Inspectors and Assistant Inspectors we require for the work of this Department as at present existing.

25. Our Inspecting staff now consists of an Inspector in charge of each of the seven revenue divisions of the North-Western Provinces, and an Inspector with one Assistant for Oudh. Of the eight Inspectors, six are (or may be) Graded Officers, and two, those of Jhansi and Kumaun, are appointments with a maximum salary of only Rs. 250 a month. The Assistant Inspector of Schools in Oudh is a Non-graded Officer drawing Rs. 500 a month. The Inspector of the Meerut Division is in charge of the inspection of the European schools of the Province, and is aided in his own circle by an Assistant Inspector who draws Rs. 250 a month. We thus have an Inspecting staff of six graded Inspectors on high salaries, and four officers of the status of Assistant Inspectors. It will be found, I think, that the work to be done by our Inspecting staff in the manner indicated above will be performed more economically and efficiently by a staff of three graded Inspectors with ten Assistants working under them.

N. W. P. & Oudh.

Education.

Section II.

26. The following statement of the number of schools of each class in the several divisions under the Inspectors will give some idea of the relative amount of work to be done in each. Schools for girls are excluded:

Statement of boys' schools under the management and inspection of the Department of Public Instruction.

Division.	English Schools.					Vernacular Schools.							Grand Total.
	Secondary			Primary		Secondary.			Primary.			Total Vernacular.	
	Public	Private	Total	Public.	Total	Public	Private.	Total	Public	Private.	Total.		
Meerut	7	12	19	6	25	68		68	689	12	701	764	799
Agra	6	9	15	...	15	78		78	730	4	734	812	827
Jhansi	5	1	6	...	6	17	...	17	145	...	145	169	165
1st Total	18	22	40	6	46	158		158	1,[illegible]	16	1,[illegible]	1,7[illegible]	1,7[illegible]
Rohilkhand	6	5	11	4	15	66	2	68	580	4	584	653	677
Kumaun ...		5	5	...	5	12	2	14	170	11	191	185	209
Oudh ...	11	9	20	22	42	54	4	58	1,1[illegible]	13	1,1[illegible]	1,2[illegible]	1,3[illegible]
2nd Total	17	19	36	26	62	132	8	140	1,[illegible]	27	1,917	2,[illegible]	2,119
Allahabad ...	6	10	16		16	69	...	69	691	3	694	763	779
Benares ...	2	14	16		16	72	3	76	613	37	650	9[illegible]	9[illegible]
3rd Total	8	24	32	...	32	142	3	145	1,[illegible]	40	1,[illegible]	1,[illegible]	1,7[illegible]
Grand Total ...	43	65	108	32	140	432	11	443	4,[illegible]	83	5,[illegible]	5,[illegible]	5,[illegible]
Average of groups	14	22	36	10	47	144	4	148	1,[illegible]	28	1,670	1,[illegible]	1,[illegible]

Note.—By "public" and "private" above is intended public and private management.

27. Of the 43 English Secondary Schools under public management, 36 are Zillah Schools under the entire management of the Inspectors, the remaining seven schools being Municipal Schools, related to this Department as Aided Schools. The inspection of these Zillah Schools should occupy the Inspectors on an average not less than three days annually. The inspection of the Municipal and Aided Schools will require at the outside two days annually. Thus the inspection of the 36 Zillah Schools will occupy 108 days, and of the remaining 72 Secondary Schools 144 days, or a total of 255 days. If the Province be divided between three Inspectors, this will give each an average of 84 days in the year to devote to the inspection of the Secondary English Schools, for which he is to be directly responsible. About two months in the cold weather and six weeks in the rains will suffice for each Inspector to complete the work. Thus each Inspector will have three to four months of the cold weather tour available for the local supervision of the work of the primary English and the Vernacular Schools, which I propose to place directly under the charge of the Assistant Inspector.

28. Any reduction in the number of the Inspectors below three would be incompatible with the supervision of the work of the Assistant Inspectors; and the above figures show that three should be able to do the work.

29. The most suitable grouping of the Province, with reference to geographical and other considerations, and the number of schools, appears to be that indicated in the above table. The *first circle* would be formed of the revenue divisions of Meerut, Agra, and Jhansi; the *second circle* of those of Kumaun, Rohilkhand, and Oudh; and the *third circle* of the Benares and Allahabad Divisions. Thus the Inspector of the first circle will have the management and inspection of 40 Secondary English Schools; the Inspector of the second circle of 36, and the Inspector of the third circle of 32.

30. Next, as to the number of the Assistant Inspectors. In the first circle an Assistant must be allotted to each revenue division. A separate Assistant must be allotted to Kumaun from geographical and other considerations, and one will be required for Rohilkhand. The 1,200 Vernacular Schools in Oudh cannot be supervised by less than two Assistants, and the 1,689 Vernacular Schools in the third circle will require three. If this distribution of the Assistant Inspectors is made, there will be in the first circle an average of 578 Vernacular Schools under an Assistant, in the second circle 514, and in the third 563. The inspection of the Primary English Schools will involve so little work that it may be left out of account.

31. We thus find that for the management and inspection of the schools with which the Education Department of these Provinces is concerned, a staff of three Inspectors and ten Assistant Inspectors is required. My proposal, therefore, involves an increase of the Inspecting staff belonging to this Department from ten officers to thirteen; but in place of six Inspectors, I propose to employ three only.

32. In connection with this proposal to increase the Inspecting staff, I would refer to section 368 of the Report of the Education Commission.* The Committee lays stress upon the systematic inspection of schools by trained Inspectors, and the need of maintaining a staff of Inspectors adequate to the increase in the number of the schools. The increase in the Inspecting staff is required in the higher branches and not in the subordinate District Staff. I anticipate little advantage from the addition to the number of inferior Inspecting Officers known as Sub-Deputy

* From section 360 of the report, I gather the Inspecting staff in Bengal is constituted in a manner similar to that I advocate.

Inspectors, and consider that, under a proper system of superior inspection, the Deputy Inspector of each district can perform all the inspection required from subordinates in the North-Western Provinces as is done already in Oudh. In the one or two districts where the work is beyond the capacity of a single Deputy Inspector, I should prefer to divide the district into two independent charges, and place a separate Deputy Inspector in charge of each. When the scheme I now advocate comes into force, the Sub-Deputy Inspectors of Schools in the North-Western Provinces may be dispensed with.

33. The result of the above proposals as affecting the Graded Service is that three graded Inspectorships may be dispensed with for the present, and until such an increase occurs in the number of English schools as renders three officers insufficient for the inspection required.

III.

34. The remaining officers in the Graded Service consist of the two Principalships of the Muir and Benares Colleges, and of the four Professorships attached to these Colleges. Whether or not the number of Graded Officers attached to our Colleges should not be increased cannot be discussed here. It is certain the number cannot be diminished without sacrificing the prestige and efficiency of the Government Colleges, which must be maintained, if at all, as standards for the guidance of the aided Colleges of the Province. I will assume therefore here that the number of graded appointments connected with the Colleges is six.

35. The Principal performs in addition to his proper work that of a College Professor, and his duties may, indeed, be accurately described by saying that he has to administer the institution as well as to deliver lectures. Thus, in considering the qualifications required for these appointments, we may for our present purpose treat these six graded offices as College Professorships.

36. It will, I believe, be admitted that the time is passed when we can accept as a Professor in a Government College in these Provinces a gentleman who has no other qualification than that of having taken the usual degree. A College Professor here, as in Europe, should be a specialist, and should be appointed with reference to his special mastery of his subject. We require the Chairs in our Colleges to be filled by men who are devoted to the pursuit of a branch of knowledge, and who in imparting instruction to their students do not forget that part of the duty of the Professor is to work for the advancement of knowledge. With reference to the future University of these Provinces, it is extremely important that this should be borne in mind in filling up the vacant Professorships.

37. It will be at once evident then that the qualifications required from our three graded Inspectors of Schools differ widely from those required from our graded Professors. For the Inspector it is sufficient if his acquirements are those ordinarily possessed by English gentlemen who have graduated at their Colleges, and that they have had the experience of school management, which is a necessary preliminary to the efficient performance of an Inspector's duties. But for the Professor we require the one preliminary qualification, that he shall be a master of his subject, and he may be then safely set to teach it. Any interchange, therefore, between the two branches of this Department should be avoided and regarded as merely a makeshift due to imperfect organization. On this point the Education Commission lay stress in section 869 of their report.

38. We find then that our nine Graded Officers fall into two distinct groups: the three Inspectors of Schools and the six Professors at the Government Colleges. There are now two points to be referred to, *viz*, the manner in which these appointments should be filled up, and the creation of a reserve.

39. The graded Inspector requires the professional qualifications of a Schoolmaster; that is, he should have had experience in the actual management and discipline of schools before he should be made the manager of groups of Government Schools. He must also have a practical acquaintance with the vernacular languages and of the school boys of this country. If we had in these Provinces a few High Schools in charge of Graduates of English Universities, these would form a good preparation for Inspectorships; and occasionally the sanction of the Government of India might be asked to the promotion of such Head Masters into the Graded Service. These officers would also furnish a reserve from which to draw when a graded Inspector goes on leave. At present we are almost entirely destitute of men whom we can substitute for graded Inspectors of Schools when they are absent from their posts. As opportunities occur, therefore, it will be advisable to ask the Government of India to place in charge of some of our principal High Schools men of this stamp. Much increase to the prestige and efficiency of these schools would result from this course.

40. Next, as to the Professorships. These would be held by men distinguished in the special branches of learning in which they are to lecture. I think increased efficiency would result were a system of appointment adopted different from that which now prevails. Competent specialists might, I believe, be found to accept these posts on a contract for a term of years, probably five, with the option at the end of that term to the Department or the Professor to conclude the engagement. Mr. S. A. Hill, of the Muir College, was appointed on terms substantially equivalent to these. By this arrangement we can ensure the Professor working to the best of his ability during his period of contract; for if he wishes a permanent engagement in the Graded Service, he must earn a claim to it by zealous work; and if he proposes to leave the College at the end of his term, he must lay the foundation of a future reputation with a view to his subsequent career. The Department, on the other hand, will be protected against the introduction of untried men into its permanent establishment, and against the liability of finding the leading Professorship held by men who, having lost all vital interest in their subjects, become mere mechanical teachers of what they themselves learnt at College.

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Finally, the introduction periodically into our Colleges of young Professors fresh from the eager intellectual life of a European University would do much to keep us abreast of the age and give renewed energy to the Professoriate.

41. The new appointments to the Professoriate should therefore be made for a term of years, five probably will be the best period, on a fixed salary of Rs. 600. It would be also necessary to give an allowance of £60 for passage money. The Professor should be engaged as a specialist simply to lecture in his special subject, and not for general service in the Department: he should be distinctly given to understand that he has no claim to any other appointment than that for which he is engaged. If at the end of his five years' contract he were re-engaged, he would be admitted to the Graded Service, beginning, however, on Rs. 600 instead of Rs. 500, and his previous 5 years' service would count towards his pension.

42. But in the above there is no provision for a reserve from which substitutes for Professors on furlough can be drawn. This difficulty can, I think, be best met by the creation of Assistant Professorships to be held by distinguished Graduates of the Indian Universities. The number of the students at the Colleges will soon render such assistance necessary. The establishment of such appointments would give a stimulus to local talent and to original research, and tend to create in the Colleges a society of men of learning such as that formed in the Colleges of Oxford and Cambridge in the associations of the Fellows. The pay of the Assistant Professors need not be fixed higher than Rs. 150 rising to Rs. 250. The practical working out of this point may, however, be left until some decision is arrived at regarding the proposed local University. The proposal is merely mentioned here to complete the subject.

V.

43. The chief modification suggested in this Note is the reduction of the number of graded Inspectors from six to three, and the employment of an increased number of Non-graded Officers in their place.

In statement A will be found the details of the present establishment with which it is to be compared.

* * * * * * * * *

50. Mr. Constable, though nominally the Inspector of the Meerut Circle, is during eight months of the year entirely occupied in the inspection of the schools for Europeans aided under the new Grant-in-aid Code (Resolution of the Government of India, No. $\frac{4}{148-58}$ of the 9th June 1885). He is able to devote one month only, January, to touring within his own division, and can consequently do nothing more than inspect the Zillah and principal Anglo-Vernacular Schools. The entire work connected with the Vernacular Schools is left to the Assistant Inspector. This arrangement is not satisfactory, and should not be allowed to continue.

51. If now he were required to make special local inquiries as to the state of education among the poor Eurasians in the chief towns of these Provinces, all of which he has to visit, and to see that adequate provision was in every case made for their education, and every encouragement given to them to send their children to school, he would have sufficient work to employ him for the whole year, except during the vacation months of May and June, when he would be mainly occupied in writing his annual report. At present, therefore, the work connected with this branch of the Department is sufficient to occupy the whole time of an Inspector; and in letter No. 196 (*Home Department, Education*), dated 17th May 1884, from the Secretary to the Government of India to the Bengal Government, it was proposed that a special Inspector should be employed.

52. On the other hand, the work thrown on the Divisional Inspectors will be at first very heavy, and they will hardly find time for the inspections under the Code. The elementary school system in the Vernacular Schools requires reorganization on definite methods; and the Assistant Inspectors and Deputy Inspectors will require training to carry out the revised system. Much is required to be done in connection with the Normal Schools and the English Secondary Schools. Thus for the present the new work to be done both for the European and Native Schools requires that the inspection of the former should be carried on by a separate officer.

When both branches of the inspection are properly systematised, the European Schools, unless they increase much, may be placed under the Circle Inspectors, who may be eventually aided by paid Boards of Examiners.

53. In addition, therefore, to the three Circle Inspectors, we require an Inspector of European Schools to carry out adequately the additional work thrown upon the Department by the introduction of the Code.

VII.

58. The proposals then which I have to submit for the consideration of Government may be summed up as follows:

A.

(1) The Inspectorships included in the sanctioned list of Graded Officers should be reduced from six to three.

(2) The Province should be divided into three circles, each under the charge of an Inspector, who will act as the deputy of the Head of the Department.

(3) These three graded Inspectors should ordinarily be Graduates of the English Universities

(4) The non-graded Assistant Inspectors should be appointed to act in subordination to the Inspectors (The present non graded Inspectors of the Jhansi and Kumaun divisions are included in these, as well as the present Assistant Inspectors of Meerut and Oudh)

(5) When these proposals can be brought into full action by the retirement of present Graded Officers, a saving of Rs. 825 a month will result (paragraph 45).

(6) But *present* circumstances render it necessary to maintain a special graded Inspector for European Schools; and consequently there will be no savings, but an increased charge of Rs 201 a month, which may be fairly debited to the cost of inspecting European Schools under the Code (paragraph 53)

(7) The scheme may be introduced as soon as one of the graded Inspectors retires, *e. g*, when Mr. Lloyd can be superannuated in November 1887.

(8) If this is done, and Mr. Constable* is maintained as Inspector of European Schools, the increased monthly charge will be Rs 450 *at first*, which will be debitable to the cost of inspecting European Schools (paragraph 54).

* On Rs. 1,800 a month

(9) When Mr Dodd, Inspector of Schools, becomes liable to superannuation in March 1888, the Special Inspectorship of European Schools should be abolished unless special reasons are adduced for continuing it longer. A saving of expenditure will then at once begin (paragraph 56).

B

(10) It is expedient to create a reserve from which may be drawn men fitted to act for the graded Inspectors who go on leave. In order to secure this, the Government of India should be asked occasionally to sanction the appointment of Graduates of English Universities to the Head Masterships of some of our principal High Schools This is also advisable in order to increase the prestige of these schools

C.

(11) Professors for Government Colleges should be appointed distinctly to the several *Chairs*, as they fall vacant, to lecture in their own special subjects, and none other. They should be informed that they have no claim to any other appointment in this Department.

(12) These specialists should be engaged on a fixed salary of Rs 600 a month for a term of 5 years, and after that period either party would be at liberty to put an end to the contract If, however, it is decided to retain the Professors' services, they will be admitted to the Graded Service on the occurrence of a vacancy, joining, however, on Rs. 600 instead of only Rs 500

(15) The Principals of the Government Colleges will ordinarily be selected from among the Professors, but not necessarily so

(16) To furnish a reserve and for other reasons, it will be expedient to appoint under each Professor an Assistant Professor, who will qualify in the special subject of the Chair to supply the place of the Professor. It is not at present proposed to appoint those officers, and their appointment will, of course, involve extra expenditure.

D

(17) Under the above scheme as affecting the Graded Service, this will consist eventually of nine appointments—one of the 1st grade, two of the 2nd grade, and three in each of the lower grades These appointments will be distributed by seniority (with the proviso of approved service) among the three Inspectors and six Professors and Principals

ALLAHABAD;
The 12th July 1886.

C E WHITE,
Director of Public Instruction,
North-Western Provinces and Oudh.

N. W. P. & Oudh. Education. Section II.

STATEMENT A.

Present Graded Service with the Instructing Staff as it will be constituted under letter No. [illegible], dated 10th August 1895, from the Chief Secretary to the Government of the North-Western Provinces to the Government of India.

Grade.	Number of appointments.	Salary.	Expenditure. Minimum.	Expenditure. Maximum.	Remarks.
			Rs.	Rs.	
1st ...	1	Rs. Rs. 1,250—1,500 ...	1,250	1,500	In this statement there is a transfer of one appointment from the 4th grade to the 3rd grade. In all other respects it is the same as that which has existed since the transfer of the Agra College to a Committee, whereby two appointments in the Graded Service were absorbed.
2nd ...	4	1,000—1,250 ...	4,000	5,000	
3rd ...	3	750—1,000 ...	2,250	3,000	
4th ...	4	500— 750 ...	2,000	3,000	
	12	Total ...	9,500	12,500	
		Three non-graded Inspectors, at Rs. 250.	750	750	
		One on Rs. 500 ...	500	500	
		Total Expenditure ...	10,750	13,750	

STATEMENT B.

Graded Service and Inspecting Staff as it will be eventually under the present note.

Grade.	Number of appointments.	Salary.	Expenditure. Minimum.	Expenditure. Maximum.	Remarks.
			Rs.	Rs.	
1st ...	1	Rs. Rs. 1,250—1,500 ...	1,250	1,500	This will finally come into force after the retirement of the senior Graded Officers.
2nd ...	2	1,000—1,250 ...	2,000	2,500	
3rd ...	3	750—1,000 ...	2,250	3,000	
4th ...	3	500— 750 ...	1,500	2,250	
	9	Total ...	7,000	9,250	
Non-graded Assistant Inspectors.					
		Rs. Rs. 1 on 500 = 500			
		2 „ 400 = 800			
		4 „ 375 = 1,125			
		4 „ 250 = 1,000	3,425	3,425	
	10	Total Expenditure ...	10,425	12,675	
		Difference ...	—325	—1,075	

Existing Organization and Constitution of the Education Department.

1	2	3	4						
Department.	Total number of gazetted appointments, or of appointments not being purely clerical, of salaries of Rs. 100 and upwards.	Distribution of the gazetted and other appointments mentioned in column 2 amongst classes and grades, with rate of pay attached to each.	NUMBER OF APPOINTMENTS IN EACH CLASS OR GRADE NOW HELD BY						
			1	2	3	4			
			Europeans domiciled in India.	Europeans domiciled in India.	Eurasians.	Natives of India.			
						(a) Hindus.	(b) Mahomedans.	(c) Native Christians.	(d) Total.
Education Department, North-Western Provinces and Oudh.	A. Director=1	Pay Rs. 2,000	1	...	...	...			...
		Class I.							
		1 on Rs. 1,250—1,500							
		Class II.							
		4 on Rs. 1,000—1,250 (a)							
		Class III.	1	1		1	...	...	1
		3 on Rs. 750—1,000							
		Class IV.							
	B. Graded=12	4 on Rs. 500—750 (b)							
		4 on Rs. 400							
		2 on Rs. 250—375							
		2 on Rs. 300							
		3 on Rs. 300							
	C. Non-graded gazetted=20	1 on Rs. 250							
		1 on Rs. 200—250	1	1	7	18	1		2
		2 on Rs. 150—250							
		9 on Rs. 200							
		4 on Rs. 150							
		2 on Rs. 125							
	Non-graded non-gazetted=53	3 on Rs. 200							
		5 on Rs. 150							
		1 on Rs. 130							
		3 on Rs. 125	...	...	1	41	11	...	28
		6 on Rs. 120							
		75 on Rs. 100							

(a) One post is vacant, the Graded Officer being employed as Principal of an Aided College is represented in the Department by a Non-graded Native (Hindu).

(b) One of the 4th grade posts is held on two-thirds of the salary by a gentleman of pure European descent, who is a Statutory Native.

ALLAHABAD;
The 12th April 1887.

C. E. WHITE, C.S.,
Director of Public Instruction,
North-Western Provinces and Oudh.

Note by the Department Member.

A copy of my Note of 12th July 1886 on the reorganization of the Inspectors' circles and the Graded Service of the Education Department of these Provinces has been forwarded to the Sub-Committee of the Public Service Commission by the Local Government. As there are some points in that Note which require further development, and there are, moreover, some connected points upon which I desire to lay my views before the Committee, I would ask that the following Note be read in connection with my former Note.

N. W. P. & Oudh. Education. Section II.

2. The project to establish a local University in these Provinces has rendered it especially important to secure suitable men for the Professorships in the Government Colleges, and especially in the Central College at Allahabad, where the University will be necessarily located. A body of specialists at the head-quarters will inevitably increase the main influence in determining the courses of studies and the standards for degrees. No one who has not made his subject a special study can bring to the University Senate due authority for determining these special questions in his faculty, and hence we require, for the due guidance of the University, to fill the Chairs of the Allahabad College at least with men each distinguished in the particular subject in which he is to lecture.

3. But, apart from this special reason connected with our severance from the Calcutta University, the time has obviously passed when any Oxford or Cambridge Graduate can be accepted as competent to lecture indifferently on English Philosophy, Mathematics, or History. Each Professor should be now appointed with reference to the special ability he has shown in the subject of his Chair, which may be assumed to be the subject of his predilection. If we are to aim at making our University a seat of learning, no other course is admissible, for no other class of Professors is adapted to form a centre around which the studious youth of the country may be expected to gather preparatory to themselves developing into men of Science fitted to aid in the advancement of Western knowledge and its dissemination among their countrymen. Adequately to fill the Chair of Philosophy, History, Science, and Mathematics, we require then—no less than does a European University—men who have mastered these subjects, and who, while devoting a portion of their time to lecturing to students, may be expected to work independently for the advancement of knowledge. Even the Chair of the English Language and Literature requires to be filled by a specialist, if the subject is to be treated in a manner worthy of a University and the present advanced state of this branch of study.

4. It is obvious that we cannot expect to attract to the Chair of an Indian College such distinguished men as those who adorn the Universities of Europe; but I believe that men of distinguished ability in their special subjects might be attracted by the emoluments we can offer. I would suggest terms substantially as follows: A Professor should be engaged to lecture in his own subject, and for no other duty, during a term of 5 years. The initial salary of the Professorship should not be less than Rs. 600 a month, but an allowance of £60 should be made for passage money. If at the end of the 5 years' contract his engagement were renewed, he would be admitted to the Graded Service* when a vacancy occurred, beginning, however, on Rs. 600 instead of Rs. 500, and his previous 5 years' service would count for pension. He would then take his promotion by seniority up to the highest grade of Rs. 1,500, without reference to the particular appointment he held. His engagement would be, *not* for service in the Education Department *generally*, but simply to lecture in his own subject, and he should understand distinctly that he has no claim to any other appointment than that for which he is engaged.

* On the supposition that this was continued in any form; otherwise increased emoluments in another form would be required to retain good men.

5. Such a terminable engagement would ensure us against the danger of burdening the Department with men unfitted for service in India, and for the work we require. The Professor, if he wished to renew his engagement at the end of the period, would have to earn a claim to do so by zealous work; and if, on the other hand, he regarded the engagement as merely temporary, he would naturally be desirous of laying the foundation for a subsequent career as a man of science by acquiring a reputation while lecturing at an Indian College.

6. From what I have been able to ascertain regarding the rising young men of Science in England, I have little doubt that references to the Principals of Colleges there would speedily bring forward candidates suitable for the posts we have to offer. The recent appointment of a Professor of Philosophy to the Lahore University on terms nearly resembling those now proposed confirms me in this belief, as does the experience of the aided Colleges of these Provinces.

7. The next appointment to be considered is that of Principal. The Principals of the two Government Colleges† are required to lecture on their own special subjects as well as to administer the Colleges, and they will, especially the Principal of the Central College, be required to take a leading part in the Senate of the new University. The Principal of the Central College will become the chief representative of University education in these Provinces, and should therefore be a man whose learning and character will command respect throughout the Province, in addition to being an efficient administrator of its largest College. But the number of the Professors here from among whom the selection could be made is so small that it will frequently happen that not one of them is fitted for the appointment, and on the occurrence of a vacancy we shall have to look elsewhere for a successor to the post. Now the Professors, if appointed in the terms above suggested, will have no claim to the office, and their salary, if they are permanently engaged, will depend on their standing in the graded list, and not on the appointment they hold. It will therefore be both expedient and possible to declare definitely that the Principalship of a Government College will be filled up as the Local Government may think fit, though naturally, if one of the Professors in these Provinces had shown the special ability required, he might be selected for the post‡; but the choice should not be limited either to the College, the Educational Officers, or to India. But an endeavour should be made to attract a distinguished man from the Colleges of Europe to fill the post. In short, the office should be filled up in a manner similar to that adopted in filling up the office of

† The Central College at Allahabad and the Benares College.

‡ No one would, I presume, propose to restrict the choice of a Head Mastership for Harrow School to the Assistant Masters there.

Chief Justice, to which no local Puisne Judge is regarded as having a claim. The introduction of a man fresh from the eager, intellectual life of a European University would give fresh vitality to our local institutions.

8. But since there are many onerous duties attached to the office of Principal, and the emoluments must be sufficient to attract a higher class of men, a special allowance of at least Rs. 400 a month should be attached to the post. The Principal might then be appointed to the Rs. 600 pay of the Graded Service, if he were not already in that Service, and his maximum pay would thus amount to Rs. 1,000.

9. In the above I have referred chiefly to the offices connected with the Government Central College at Allahabad, but the same principles would apply to the two graded appointments at the Benares College. In the case, however, of the Principalship of this institution, an addition of Rs. 150 a month to the pay of the Professor appointed as Principal would suffice.

10. The above considerations deal with *six* of the *twelve* graded appointments sanctioned for these Provinces (see section I of my Note above referred to).

The remaining six appointments have hitherto been held by Inspectors of Schools. But in section II of the Note, I have shown that these may be eventually reduced to *three*, as the work connected with the Vernacular Schools may be performed by non-graded Assistant Inspectors. There remain, therefore, only three appointments to be dealt with.

11. Now for these three Inspectors, one necessary condition of their efficiency is that they shall have had experience in school management. Bearing in mind that it is expedient to extend *secondary* education through Aided Schools, and eventually to transfer Government Schools of this class to local bodies, I still think it will be found very detrimental to the interests of higher education in *these Provinces* for the Department to withdraw from the management of several of the leading High Schools. The general management of these institutions must then remain with the Inspectors. It is, moreover, to the Inspector that managers of Aided Schools, and especially Native School Committees, must look for advice and guidance. Thus the Inspector cannot dispense with such experience as can be acquired effectually only in the actual management of a school; he must have worked as a Head Master himself. Questions of school discipline, courses of study, methods of instruction, school hours, boarding house management, &c., can be disposed of properly only by one who has made the theory and art of teaching boys a special study, aided by experience. But we have to deal with *Native* boys, and we require therefore our Inspector to have gained experience in the management of Native boys. Further, an important part of the duties of the Inspector is the supervision of the Normal Schools for elementary teachers in his circle, and this supervision can be exercised adequately only by a man who has the qualifications above specified. The office of Inspector then should be held by one who has been trained in the art of teaching, and who has acted some years as Head Master of one of the Government High Schools of the Province.

12. A few words are perhaps required to explain the position of these schools. A knowledge of English has become indispensable to every Native gentleman who aspires to the higher departments of Government service and to a University education. The certificate of having passed the Middle examination is the lowest educational qualification required from candidates for employment as clerks. Now the Anglo-Vernacular Schools, Government and aided, are the only institutions in these Provinces where the necessary English education can be procured. Hence the boys of the whole professional class attend these schools, and they are the institutions which an ordinary landholder or merchant must select for his son, if the boy is to receive the now popular English education. The rising generation of professional men is passing through these schools, and the education they receive must become an important factor in the future of these Provinces.

13. Now, looking to the undeveloped condition of secondary education in these Provinces, to the improvements required in method, discipline, and tuition, and that these must be introduced through skilled officers of the Department, it appears to me that some at least of these schools should be placed under Head Masters of a high class, in order that a standard of method and discipline and tuition may be maintained up to which the Aided Schools and inferior Government Schools should be gradually raised. This end can, I think, be most effectively attained by the appointment to the Head Mastership of Government Schools of the men who will eventually take the posts of Inspectors of Schools. If we had eight or nine Government High Schools in the charge of carefully selected Schoolmasters, we should have no difficulty in finding among them men fitted for the office of Inspector of Schools. Such men could, I think, be procured through the Principals of the Scotch and English Training Colleges; and such men are, moreover, now especially required for the efficient organization of the elementary education of the people in these Provinces.

14. Appointments to Head Mastership should be made to specific schools, and the nominee should understand that the mastership given was the only one he could claim, but that usually Inspectors of Schools would be selected from among the Head Masters of schools. The pay of such a Head Mastership should be Rs. 300 rising to Rs. 500.

The increased value of the *experienced* teacher should be recognized by increments of pay. If the nominee was unacquainted with the vernacular of these Provinces, he would labour under much disadvantage at first; but nearly every teacher in these schools speaks English, and arrangements could always be made to provide him with a good Second Master. He would be required to pass the higher standard in vernacular within two years of his appointment.

15. It would not be advisable to engage these officers on contract for a term only, as was proposed in the case of Professors. A Professor of a special subject should be fit for the performance of his duties from the day of his appointment, and his special qualifications should be of no less value to him at the end of his 5 years' term than at the beginning. Moreover, at the end of the 5 years' term the introduction of a new Professor from Europe may be expected to bring fresh stimulus to the classes. But the Master appointed to a Native school has to acquire experience and knowledge which render him more valuable in the country year by year, and which are of little value in the markets of the world.

16. In the above paragraphs I have reviewed the qualifications required from officers performing the work usually allotted to the Graded Service. The considerations adduced point to the need of a reconstruction of the Service itself. Special qualifications are required for each of the different class of offices, and the practice of appointing officers to the Education Department in general is no longer admissible, as it may have been before the differentiation of duties had occurred. A successful Professor, under the circumstances above specified, should be kept to his Chair: his *general* qualifications would probably be as well adapted for the office of a District Judge as for that of an Inspector of Schools. The man similarly who has gone through the training required for an Inspector, as above defined, will ordinarily be as unfitted for the Professorship as for the command of a river steamer.

17. As far as these Provinces alone are concerned, it is not, I think, necessary under the above view of the functions of Professors and Inspectors, and to maintain the graded pay; but there may be reasons applicable to India generally which render this expedient, and I have therefore assumed it to be maintained. But this does not at all involve the recognition of the officers enjoying the graded salaries as available for employment in any and every branch of education.

18. But further, if the six Professors employed in these Provinces are appointed for the delivery of certain lectures only, and the Principals to their Principalships, and if the *three* Inspectorships are filled up from among Head Masters appointed similarly to specific offices, there will remain no one to be considered as having a *claim* to the chief administrative appointment over these *nine* Graded Officers and their subordinates.

19. The above considerations then point to the need of a reconsideration of the original orders of the Secretary of State regarding the appointment to the Directorship of Public Instruction. The ground on which it was thought advisable to restrict the area of selection for this office to those servants of Government employed as Professors and Inspectors was that, unless a chance of obtaining promotion to the highest office was held out, men of the qualifications required would not accept the Professorships and Inspectorships. Now the Resolution of the Government of India quoted on the margin shows distinctly that, notwithstanding the inducement in question, the men required for the highest administrative post have not been available for selection, and consequently in four of the five Governments the post has been filled by an officer unconnected with the Department. Secondly, I question whether, as a matter of fact, a single officer in the Graded Service of these Provinces would have been deterred from joining it had there been no such inducement offered. The history of most of the officers would, I believe, distinctly disprove any such supposition. Thirdly, it may be fairly questioned whether the class of men who are supposed to decline to join the Department, unless the Directorship is restricted to its officers, is the class of men we require for the performance of the duties as I have specified them. A College Professor whose ambition it is to succeed in general administration is not a man we should select for the office. A man who would not accept a Schoolmastership, except on similar terms, is not likely to be fitted for patient and quiet work in one of our schools. On the other hand, I think it would be found that the men who would be only attracted by the hope of attaining a post of onerous administration will have taken their chance at the competition for the Civil Service, or have selected some other service very different from that of a College Professor or Schoolmaster.

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20. Some very strong reason is required to justify Government in restricting its choice to officers of the Education Department. They are few in number, and the special character of the work required from the majority of them is not likely to attract men fitted for a wide administrative charge. The duties to be performed by the Director are those of general administration, for which the best preparation is experience in the management of public business and discipline of establishments; and to make the appointments of Professors and Schoolmasters with reference to possible fitness for this office is not a good method of obtaining suitable lecturers and teachers. If the present or proposed scales of salaries should be found insufficient to attract good men to fill the Chairs in Government Colleges and the Head Mastership, the emoluments of these offices should be raised; it is not expedient to endeavour to induce men to accept these offices by holding out to them the remote prospect of their being employed in an administrative office.

To do this in future will, moreover, inevitably lead to the appointment of Educational Officers to the Directorships of Provinces, of which they have no experience; whereas essential qualifications for the office are an extensive acquaintance with the Provincial people and officials.

21. In the above paragraphs I have endeavoured to show the qualifications required for the nine Graded Officers in this Department which are ordinarily held by Europeans, and have assumed that they are so held. But they are not, in my opinion, appointments with regard to which *race* distinctions are of importance. For the Professorships, we require men trained in the best culture of Europe;

but whether these are Natives of these Provinces, Europeans, or Eurasians is not important, provided the necessary qualifications are present. Similarly in the case of the Schoolmasters from among whom I would select the three superior Inspectors. For the educational work in question, we require men of European *training* and *education*; and if Natives of these Provinces would go through this training, they would be well fitted for the work to be performed. At present, however, this is not the case, and until more Natives of these Provinces can be induced to proceed to England for their education, or the standard of training and teaching in our schools and colleges becomes equivalent to that of Europe, they will not be forthcoming. The proper method of rendering them suitable is to maintain a high standard of English education in our schools and colleges, when Natives of these Provinces, with the requisite educational qualifications, may perhaps be produced.* In the present stage of education in these Provinces, it would be a serious blow to progress to substitute Natives for Europeans in the offices of the three senior Inspectorships and the graded Professorships in the Colleges.

* See also paragraph 42 of my Note above quoted regarding Assistant Professors.

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Section III.

A. E. Gough, Esq.

Section III.—Sittings at Allahabad

Witness No. 1—*12th April 1887.*

Examination of A. E. Gough, Esq., Principal, Muir College, Allahabad.

The *President.*

I entered the Department in November 1864, having been appointed some months before by the Secretary of State. I came to India immediately after leaving Lincoln College, Oxford.

I have held the following appointments, *viz.*, Anglo-Sanskrit Professor at Benares; then Professor of History and Philosophy at Muir College, Officiating Principal at the Benares College, Professor of Philosophy at the Presidency College, Calcutta, Principal of the Calcutta Madrassa, and finally Principal of Muir College. I was never an Inspector of Schools.

I think that in the Colleges, or at least in the Central Colleges, there is no room for the further employment of Natives amongst the graded Professors, if it be supposed to be the business of these Professors to fit a certain number of Natives for employment in the public service. They are best so fitted by anglicising them as much as possible, to do which you must employ Englishmen. There is one class of Natives I would except from this remark, *viz.*, Statutory Natives, domiciled Europeans, and Eurasians who have been educated in England, especially at Oxford and Cambridge. I think that if you intend to employ, as I understand you do, a larger number of Natives in the various departments of the Administration, it is necessary they should be brought under English influences, and by being educated under English Professors at English Colleges they will acquire to a certain extent English habits of thought.

I think Colleges like the Muir and Presidency College should be raised to the status of teaching Universities, and that the minor Colleges might in course of time disappear. So long, however, as they remain, I think it essential that they should have an English Principal and Professor of English Literature. I am not qualified to speak of Inspectors. I think Natives make excellent Masters for schools teaching up to the Entrance examination. I do not think it necessary that the Head Masters of High Schools should be Europeans, but it is desirable, because Europeans possess greater force of character and constructive power. It will not be easy to get good men from the English Universities for this Department unless the conditions of service are improved by reducing the length of service for pension. As to pension, the service ought to be placed on the same footing as the Public Works Department under the more favorable rules, and pensions should be paid in sterling.

The *President*—contd.

I do not think any subject can be taught with advantage by Natives, except possibly for the purpose of passing the University examinations; but the educational value of such instructions would be absolutely *nil*—a remark which applies to Bengal as well as to this Province.

Mr. *Clarke.*

I have had Eurasians serving under me as Head Masters, not necessarily men who had been to England, and have found their work satisfactory.

The *President.*

One of the principal functions of an Indian University is to test the efficiency of the colleges and schools affiliated to it. I do not think that examinations in any country, perhaps in India least of all, are any test of moral and intellectual culture. I do not say the test is *altogether* fallacious. I consider that in many of our Indian Colleges very little can be done for the moral training of students. I think Native Professors are competent to teach up to the B. A. pass, but not to the B. A. Honors.

I think it desirable, in the interests of education in India, that we should, if possible, reduce the number of the English Professorial staff in the Department, and improve its efficiency by offering more favorable conditions of service. I do not think it likely we shall secure in the future such good men as we have done in the past unless the conditions of the service are improved.

I think it desirable to have a Central College in each Presidency officered by Professors of the highest efficiency for other schools and colleges to look to as a standard and a model. At present to a considerable extent the governing bodies of Universities are engaged in tuition and interested in keeping the standard of education low.

Witness No. 11—*12th April 1887.*

Examination of W. N. Boutflower, Esq., B.A., Professor, Muir College, Allahabad.

The *President.*

I was posted to my present appointment in 1874. I belong to the Graded Service. I joined that service at Agra in 1869 as Professor of Mathematics. I am a Graduate of Cambridge and in charge of the Mathematical lectures at Muir College, and I have conducted Departmental examinations in Mathematics here. I have also examined for the Calcutta B. A. in Mathematics. I think it is very desirable to have

The *President*—contd.

European Professors of Mathematics. The great value of Mathematics as a training is the mental effort which is necessary for solving problems. Native students do not seem to realize this; and I think a Native Professor would be more likely to yield to that tendency. Natives will not try to work out problems; that is especially the fault of Bengalis. The experiment of a Native Mathematical Professor in the Muir College has been tried,

The *President*—contd.

with results which were hardly satisfactory. Until the Education Department offers greater advantages to Natives, it cannot be expected that they will think it worth their while to aim at excellence in this branch of knowledge. My general impression of the Mathematical work I have seen in the Benares College is that it is not good. I was Inspector of Schools for a year in 1875-76. I took charge of the Agra Circle; that Circle had been under a European. I believe he had trained the Deputy Inspectors and Schoolmasters himself. I found the High Schools of the Agra Circle exceptionally good.

If Native Inspectors of Schools have their orders given them with sufficient precision, they are found to carry them out very diligently and conscientiously. One graded Inspectorship and two non-graded Inspectorships are at present held by Natives. We have a large number of Zillah Schools, whose chief object is to give a good English education.

For the inspection of these schools, I think it desirable we should have European Inspectors, or Native Inspectors who have had a thorough English education; otherwise there is great danger of the standard of these schools being lowered. I should prefer to have them under European Inspectors, so that they might be maintained as model schools. The great importance of these schools is the moral training they give. My experience as an Inspector was that Zillah Schools

The *President*—concld.

which were under the inspection of Europeans and Eurasians were decidedly the most efficient. Vernacular Schools can be efficiently inspected by Natives. My experience of English teaching schools is limited to the Agra Circle.

I think it very desirable that Zillah Schools should be managed by Europeans, because of the superior moral training Englishmen can give. The highest salary paid to a European Inspector is Rs. 1,500; the highest paid to a Native Inspector is Rs 375. I think you could get European Inspectors for a very much less sum than you pay European Inspectors at the top of the graded list.

I think, instead of having graded Professors, the experiment might be tried of Government offering Professorships to really good men for, say, 5 years, at the end of which period the engagement might be renewed. From my experience of University life, a man is at his best as a teaching Professor between the ages of 27 and 40.

I think the present pension rules bear very hardly on the officers of this Department owing to the uncertainty of the prospective value of the rupee. I think it would be very desirable indeed that Native Officers of the Department, especially those employed in Colleges, should have an opportunity of visiting England, and therefore I would advocate such alterations in the furlough rules as would encourage them to go to Europe.

Witness No. III—*12th April 1887.*

Examination of Pandit Aditya Ram Bhattacharya.

Pandit Aditya Ram Bhattacharya.

The *President.*

My grandfather was a Bengali. I have belonged to the Agricultural Department since 1872. I have been Professor of Sanskrit in the Muir Central College, Officiating Professor of Sanskrit in the Benares College, Professor of History in the Muir College. I have had no opportunity of judging of the relative efficiency of the instruction given by Natives and European Professors in English, Mathematics, Natural Science, and Philosophy, except in my own case. I have taught English Literature and History in the first and third year classes with successful average results. The result of my teaching was not superior to that of the English Professors who preceded me. I had taught Sanskrit in the College some four years before I was appointed Professor in English subjects. I think I should have taught English subjects with better results if my opportunity for learning them had been better. I graduated in 1869 as an M. A. in Sanskrit and B. A. in general subjects. I also obtained the gold medal for proficiency in English Literature. I know that the instruction in Science at the Benares College has hitherto been in the hands of Natives, with what result I cannot say. No chance is given to Natives of becoming Professors of Philosophy. I believe that a distinguished Cambridge Wrangler would be preferred by Native students to a Graduate of the Calcutta University as Professor in Mathematics; but I believe men who have taken 1st class honours in Mathematics at the Calcutta

The *President*—contd.

University are superior to the average Graduates of the English Universities in Mathematics. I believe the inspection of schools, including Zillah and High Schools, can be better performed by 1st class Native Graduates than by Europeans. Their local knowledge is much greater. I think it a waste of talent to employ distinguished European Graduates as Inspectors of Schools; but a Native Inspector of Schools should always be a 1st class Graduate. I think Masterships of schools should be given to distinguished Native Graduates. You can get a 1st class Graduate for the salary, and he has the advantage of being a Native. We have schools in this city which are managed by private enterprise. One is an endowed school, and the other a proprietary school maintained by subscriptions. They teach up to the Middle School standard. My reason for desiring that Natives should have the Head Masterships of Zillah Schools is the success which they have achieved in the past. I think if the higher appointments in the Department were open to Natives, they would be found more willing to stay in the Department and qualify for those appointments. I agree in the opinion that Government ought to import men of the very highest talent to teach in one central College. But unless higher inducements are offered in the way of pay and pension, the best Natives will not join the Department.

N. W. P. & Oudh.

Education.

Section III.

Madan Mohun Malabya, B.A.

WITNESS No. IV—*16th April 1887.*

Examination of MADAN MOHUN MALABYA, B.A., Third Master, Government High School.

The *President.*

In the chief College of the Province in the College department I would have European Professors even if we had to pay higher for them. In appointing Natives to Professorships, they should be selected rather for their general qualifications than according to the results of an examination. I am a B. A. in the second division. In choosing men for the higher branches of the Department fitness only should be looked to, and no regard paid to race considerations My experience is that Native Graduates can be found capable of teaching English subjects as well as others. I think they can be found competent to teach Natural Science. I consider from my limited experience that Natives make the best Inspectors of Schools. They have a better knowledge in the vernacular for one thing; another thing is that I think 1st class Europeans are thrown away on Inspectorships. I consider a Native to be quite competent to inspect European Schools teaching up to the Entrance standard. In inspecting and examining schools, less attention is paid to composition and translation than to analysis, grammar, and parsing. I think Natives are quite competent to examine in English composition.

The *President*—contd.

The Masters of schools should generally be Natives of high education and ability, for the same reason that I think the Inspectors should be Natives; but I would not exclude anybody from these appointments. I think the junior grade of Head Masters in the Department is not sufficiently well paid to induce the men to stay in the Service.

WITNESS No. V—*12th April 1887.*

C. Dodd, Esq.

Examination of CHARLES DODD, Esq., Inspector of Schools, Allahabad Division.

The *President.*

I joined the Department 10 years ago. Before that I was in the Martiniére School, Lucknow. I have been for 9 years an Inspector of Schools. The duties of an Inspector of Schools are to inspect the different schools in the Sadr Division twice in the year: once in the cold weather, and once in the hot weather. He has also to inspect the zillah and minor schools. My division corresponds to that of a Tahsildar in the Revenue Branch. I examine about fifteen to twenty centres in a district in the cold weather. I think Natives could do inspection work, but, judging from results, I do not think they have done it. When I took charge of this division, I found a marked difference in the quality of the instruction in schools which had been under a European and those which had been under a Native Inspector, to the prejudice of the latter. There is a want of bodily activity, energy, and personal supervision in Native Inspectors. They consider it *infra dig* to show any bodily activity or energy. And as Professors, I think Natives are undoubted failures. That is the opinion I have formed after 9 years of College work. They do fairly well in book work, but in original and experimental work they fail completely. They teach Mathematics fairly well, but even there, as I judge from the results of the examinations, their teaching is inferior to that of Europeans. They are most lacking in teaching capacity.

The *President*—contd.

As regards pension and leave, my opinion is that if we are to get in the future as good men as we have got in the past, the present rules must be altered considerably.

Section IV.—Written Evidence.

No. 1.—Pandit: ADITYA RAM BHATTACHARYA, Professor of Sanskrit, Muir Central College.

During the course of my evidence I gave to-day before the Sub-Committee, I was asked to state the value of my own services as an Officiating Professor of English Literature in the Muir Central College.

The awkwardness of my situation on this point was obvious.

To avoid the Scylla of blowing my own trumpet, I fell into the Charybdis of undervaluing the merit of the work I performed during the period I acted as an English Professor.

It is my misfortune that Mr. Harrison, the late lamented Principal of the Muir Central College, is now no more to state before the Sub-Committee the reason of his having twice recommended a Native Graduate to act as an English Professor during the absence on furlough of the permanent incumbent. Mr. Harrison's sudden death unfortunately deprived me of the opportunity of obtaining a written testimonial that would have served me in my hour of need.

I have, however, with me a certificate from Mr. Griffith, late Director of Public Instruction in the North-Western Provinces and Oudh, from which I give an extract for the perusal of yourself and the members of the Sub-Committee. The extract runs as follows:

Pandit Aditya Ram Bhuttacharya has served in various posts in the Education Department, and has done very good service in all of them. He has officiated as Anglo-Sanskrit Professor of the Benares College, where the Principal spoke highly of his work, and as Professor of English Literature at the Muir Central College, when the results of the University examinations as well as the Principal's report showed that his teaching had been sound and thorough. But the Pandit's permanent appointment from 1873 to the present time has been the Professorship of Sanskrit at the Muir College. In this post his teaching has been eminently successful, as very few of his pupils have failed in the University examinations, and a comparatively large number of them have stood well in the honor lists, and gained distinctions that had up to that time been attained only by students of the Presidency College.

I would not have cared to bring this estimation of my services by the late Head of the Department of Public Instruction, himself an Anglo-Sanskrit scholar of European reputation, to the notice of the Sub-Committee if this matter had been merely personal. But as the interests of the Native officials in the Department are concerned with the reputation of one of their representatives, I have thought it advisable to request you to do me the favor of inserting it in that portion of my evidence which refers to my services in the Department, so that the public may know that a Native Graduate born and brought up in these Provinces can hold his own in the Educational Department as creditably as they do in Bengal and in the sister Presidencies. I beg to enclose the original certificate to assure you of the authenticity of the extract that I have quoted. Please return to me the original certificate after you have done with it.

PROCEEDINGS

OF

THE SUB-COMMITTEE,

PUBLIC SERVICE COMMISSION.

PUNJAB.

Education.

Section I.—Note by the Sub-Committee.

According to the Report of the Education Commission, the Department of Public Instruction was formed in the Punjab in 1856-57.

The appointments in the Department are divided into graded and ungraded. The former consist of four Inspectorships of Schools and one Principalship and two Professorships at the Lahore College, the only Government College in the Province. The highest pay sanctioned for a graded officer in the Punjab is R1,250, or the maximum of the 2nd grade elsewhere. The Principalship of the School of Art, the Principalship of the Central Training College, and 28 others are ungraded appointments, with salaries above R100. At the head of the Department is a Director, who is a Military officer, a Colonel of the Bengal Staff Corps, and has served in the Department since the 11th August 1858. The graded appointments carry salaries ranging from R500 to R1,000. Five of these are filled by Europeans not domiciled in India, one by a Hindu, and in one a Hindu is officiating, pending the appointment of an officer by the Secretary of State. The scale for the Graded Service is eight appointments, but one is held in abeyance under orders from home.

The Principals of the School of Art and of the Central Training College and three Assistant Professors of English Literature are non-domiciled Europeans. The remaining ungraded appointments are filled by Natives of India.

In the 38 appointments with salaries of R100 and upwards, the distribution of races is as follows:

Non-domiciled Europeans	9
Domiciled Europeans	1
Eurasians	1
Hindus	24
Mahomedans	2
Others	1

Europeans in the Graded Service are appointed by the Secretary of State, and Natives by the Local Government.

The appointments held by graded officers are, or were till lately, interchangeable. A Principal or Professor of a College may be required to act as an Inspector of Schools, or an Inspector of Schools to take charge of a Principalship or Professorship. It is said that in the present condition of the Department this is necessary; but one witness, Mr. Lewis, who was a Wrangler and Fellow of Trinity College, Cambridge, and came out as a Professor of Mathematics, stated that, when invited to do so, he declined to officiate as a Professor of Philosophy. Such a system, if persisted in, must have a prejudicial effect on the recruitment of candidates in England, and is condemned by most of the witnesses examined.

Mr. Lewis is also of opinion that the pension rules for the officers in the Department should be assimilated to those of the Public Works Department, and that Punjab officers should have some Educational appointments of the 1st grade to look forward to; and he and Mr. Sime consider that the appointment of Director of Public Instruction should be thrown open to those officers.

Employment of Natives to a greater extent than at present.

First as to Inspectors. It is unnecessary to quote the evidence; among the witnesses examined there is practically unanimity on this point. With some reservation as to the gradual introduction of changes in consequence of schools having recently been placed in charge of Local Boards, and of the necessity for tact and caution in dealing with such bodies, all witnesses agree that the duties of inspecting Vernacular and Anglo-Vernacular Schools can be adequately discharged by trained and duly qualified Natives, of whom a sufficient supply is obtainable, and that there is no necessity to import European agency for this purpose. One European Inspector might, it is suggested, be retained for the purpose of inspecting

European Schools in the Punjab, or in the Punjab and North-Western Provinces and Oudh combined, should the work in either Lieutenant-Governorship be insufficient to employ the time of one officer.

On the appointment of Natives as Professors to the Government College, the following extracts are taken from the evidence:

Mr. Sime, Tutor to His Highness the Maharaja of Patiala, a graded officer of the Educational Department, says: "I consider it very desirable that we should have in each Province a College to be a model for all institutions professing to teach University standards, whether supported by societies or established by private enterprise. The Professors at the model College should be the best men that could be procured. Ordinarily such Professors would be Europeans; but I would not exclude Natives if they possessed the necessary high proficiency. I would allow the Professors of the College to admit extramural students to their lectures in those subjects in which adequate teaching cannot be provided by the private Colleges; for instance, Physical Science. At first I would utilize for the Professorships at such a College the available talent in the Department. I would appoint the Professors to definite Professorships. It would be a waste of talent to employ them as Inspectors; and nothing is more hurtful to a College than constant changes in the staff. Natives who are capable of teaching up to the Honors standard of the B.A. degree are exceptional. The Professor of English Literature should, I think, certainly be an Englishman. An Englishman would, by reason of his familiarity with the literature of his country, be capable of a richness of illustration which a Native of India could hardly command, and he would be able to communicate to his pupils a more critical knowledge of the language and a greater purity of accent. A Native would teach English up to a certain standard, but would not teach the subject thoroughly."

Dr. C. R. Stulpnegel, M.A., Ph. D., Inspector of European Schools, says—

"I perfectly agree with Mr. Sime that we require in the Professors of our Government College the highest culture obtainable anywhere. I am not disposed to say that the time has not arrived when we may look to Native enterprise to provide itself with higher instruction; but I have seen two Colleges founded by societies or private enterprise flourish for a season and pass away. Until there is an endowment to maintain a proper succession of Professors, such institutions cannot be relied on as permanent, and the efficiency of the teaching staff will not be maintained at a uniform level. I do not think we could obtain at this moment a sufficient number of competent Native Professors to officer a College; and inasmuch as the Honors men of European Universities attain a higher standard than the Honors men at the Indian Universities, I think we must look mainly to European Universities for the exceptional efficiency which I have mentioned as indispensable. On the whole, I think, it is not desirable that Professorships and Inspectorships should be interchangeable.

"I do not think it probable that good men would be induced to accept appointments as Professors in India for a limited term of years, seeing that, their engagements ended, they would have to begin life over again under far less favorable circumstances. Comparing Europeans with Natives in respect of the qualities necessary for Professors, I consider that English Literature should be taught by English Professors and Philosophy by Germans or Scotch. As regards Mathematics and Science, I have met Natives who could well teach up to the ordinary B.A. degree standard, but not higher. I think a teacher ought to have a great deal of reserve knowledge; and after a Native has taken his degree, even as M.A., he is not, as a rule, given to extend his acquaintance with subjects he cultivated by private study."

Mr. T. C. Lewis, M.A., Principal of the Lahore College, says—

"With regard to the larger employment of Natives as Professors, I think this question should be dealt with independently of all race qualifications. We are bound to provide the best education we can secure. In Professors we must have a certain standard of proficiency, and we must secure that proficiency independently of the race of the Professor. We want as a Professor a man who has a mastery of the subject beyond any of the standards prescribed in the Indian Universities. We must therefore, except in very exceptional cases, obtain the man we want from Universities where the standards are higher. In our colonies, where general education is certainly more advanced than in India, Professors are obtained from European Universities; and their example suggests that the same course should be followed in India. Amongst first-class men from English Universities, it would be right and fair to choose Natives of this country in preference to men of other nationalities, if they cared to join the Educational Department. It is wise to do so, because such men would naturally have a closer acquaintance with Native habits of thought and a complete mastery of vernaculars; and although they would not, of course, lecture in the vernacular, they would be more able to disseminate knowledge among the masses. Moreover, to influence men in the course of education, it is necessary that those who are engaged in higher education should be able to communicate with the students freely in their own language. If first-class Native graduates of European Universities cannot be obtained, we should obtain first-class graduates from the British Universities.

"I think it is most important that there should be in each Province one College maintained by the Government or by permanent endowment, and equipped with the best Professorial staff, to serve at the same time as an instrument for imparting the highest education and as a model to which the other collegiate institutions should work up.

"There is another reason why we should have men of University experience as Professors, namely, in order that this University should be formed and guided by them. Very few of the Fellows of the University have any idea of what is required. Professors of such ability as I desire to see appointed would, I am certain, feel an interest in maintaining a high standard in their own subjects in the University course. Examiners who are too lenient make it difficult for the Professors to insist on a high standard in the work of their classes, students contenting themselves to work up to the standard of the examinations, and not to the ideal of the Professors."

The Revd. C. W. Forman, D.D., Missionary in charge of the American Mission College and School at Lahore, says—

"I think it is decidedly desirable to have in our Colleges some European Professors. We have not, so far as I know, any Natives of this Province who are at present competent to teach above the standard of the ordinary B.A. degree. We should for the present have to go outside the Province for Professors to teach up to the Honors standard or the M.A. degree. Our Professor of Mathematics is a Bengali M.A. of Calcutta: the others are Americans. They are Missionaries. Of course Missionary Colleges do not generally attempt to secure such high attainments in Professors as a Government College would, because the securing University distinctions for the pupils is a secondary object with Missionary Colleges."

Babu Pratul Chunder Chatterji, M.A., B.L., Pleader in the Chief Court, Member of the Senate of the Punjab University, says—

"I am desirous of expressing my opinion that it is desirable that there should be one College provided with the best available tutorial staff to serve as a model for the Province, and that gentlemen educated at a European University should be preferred for the Principalship of the College, and the Professorship and Assistant Professorship of English Literature. It is indispensable that these officers should be English. For the Professorships of Mathematics and History, Natives educated in this country might be appointed, if thoroughly qualified. The Chair of Philosophy should be held by a graduate of a European University. At present also the Chair of Natural Science should be held by a European; and as an impetus should as far as possible be given to Technical Education, this Chair should not be inferior to other Professorships, neither in respect of dignity nor emoluments. I do not wish to offer an opinion as to whether or not it would be desirable to engage Professors for a term of years, because I do not know whether we could get better men or as good men by that system. I am, however, strongly of opinion that the Professors should be engaged for specific subjects, and that they should not be transferred to other Chairs for the sake of higher emoluments."

Rai Bahadur Ram Kissen Dass, Honorary Magistrate, one of the Managers of the Anglo-Sanskrit School at Delhi, observes—

"I consider also that Natives are competent to teach subjects other than English Literature to a high standard. I would have in each Presidency one College managed by the most efficient Professors as a model for the other Colleges. I believe Native Professors could be found competent to teach to the B.A. standard. I know a large number of Native M.A.'s and B.A.'s. I do not think the time has arrived for having a College entirely officered by Native Professors. European Professors must still be employed to teach English. I think Natives are fully competent to manage Colleges and maintain discipline. My school staff is entirely composed of Natives. We teach up to the Middle School standard."

Lala Sagor Chand, B.A., Acting Assistant Professor, Lahore College, says—

"I consider we should have at least one College in the Province officered by the most efficient teaching staff obtainable. We have now in our College Natives doing the same work as English Professors, and doing it well. We have a Native Professor who is competent to teach the B.A. class in Mathematics. He has taught up to the M.A., and has passed students in that standard. He has ten times officiated as Professor of Mathematics. He has taught Mathematics up to the highest standard for more than three years together. For the last four or six months he has had charge of the B.A. class."

The Revd. J. P. McKee, Manager of the American Mission School at Gujranwala, observes—

"I think Natives are competent to be Professors in Mathematics. There are some very excellent Mathematicians among the Natives of this Province. I think also that there will in time be quite capable Professors in Philosophy among them; but I think the Chairs of Modern Science and English Literature should continue for some little time to come to be held by Europeans. I am not personally acquainted with any Natives who have made Philosophy their special study. I have met men from Bengal and Bombay who, I think, understood Philosophy well. But I do not know any Natives in the Punjab whom I could recommend as fit to be Professors in Philosophy."

Lala Pyare Lal, Inspector of Schools, says—

"I think Natives are competent to hold Professorships of Mathematics and Philosophy. I think a Native who has very carefully studied the *Darshans* could qualify himself to lecture upon European Philosophy. There is nothing in European Philosophy which is not found in

Indian Philosophy. I have not studied European Philosophy very deeply. I have read criticisms on Compte, but not Compte himself. I read Hamilton's works when I was at College I should like to see one model College in each Province, the teaching staff of which should include the very best Professors obtainable, whether Natives or Europeans, for each subject. For Professors I would have a system of permanent appointments with progressive pay, except in the case of Natural Science, for which I think it would be better to get men out for a term, so that we might always have the benefit of the most modern teaching in this subject."

Maulvi Mahomed Yusuf, Assistant Inspector of Schools, Derajat Circle, observes—

"As regards Professors, I think the Professor of English Literature should be an Englishman, and that of Natural Science should be a European, or at any rate a Native of India educated in Europe. I am in favor of having one model College in each Province officered by the most efficient Professors obtainable."

Maulvi Mahomed Husain Azad, Professor of Arabic, Lahore College, says—

"With regard to Professors, a Professor should always teach those subjects which have a connection with his mother-tongue. As for Mathematics, if a man is competent to teach them it does not matter whether he is a Native or a European, especially if he has been educated in Europe. I think that Natural Science can be more efficiently taught by Professors imported from England, who have had ample experience of scientific appliances, and are familiar with the practical application of Science in everyday life, than by men brought up in this country whose knowledge has only been gained from books."

Lala Hari Singh, Assistant Inspector of Schools, remarks—

"I have no experience of College work; but I think Professors of English Literature, Philosophy, and Natural Science should be men who have graduated in European Colleges. I am in favor of having at least one most efficiently taught College in every Province as a standard to which other colleges and schools in the Province may aspire."

Section II.—Note by the Departmental Member.

The Educational Establishments now under the direct control of Government include—

(*a*) Eight graded appointments, *viz.*, the four Inspectorships, the Principalship of the Lahore Government College, and three Professorships (one of which is at present held in abeyance).

(*b*) Assistant Inspectors.

(*c*) District Inspectors.

(*d*) Professor of Science and Assistant Professors.

(*e*) Central Training College.

(*f*) Normal Schools.

(*g*) Model Schools.

(*h*) School of Art.

(*i*) Superintendent, Educational Press.

As regards the various points on which information is called for, I have the honor to report as follows:

(*j*) Regulations as to admission to the various classes and grades of appointments in Board Schools, and promotion from class to class and grade to grade, will be found at page 7 of the draft Chapter of Rules for Board Schools.

Regulations have not yet been framed for the establishments under the immediate control of Government, some of which have been recently reorganized, whilst further changes are desirable; but such rules as may be considered necessary will be embodied in the Education Code, which is still in course of compilation.

All appointments carrying salaries of Rs. 200 per mensem and upwards require the sanction of Government. Lower appointments are made by the Director of Public Instruction.

The principles followed in the case of various grades and ranks are explained.

(*a*) *Graded appointments.*—Europeans are selected by the Secretary of State. Natives are appointed by the Local Government. As explained below, it is probable that for some time to come Natives who may be nominated to graded appointments will be employed as Inspecrs of Schools. Hitherto one Native only has obtained a permanent graded appointment. He was a man of long and varied experience, and had shewn his ability in many different appointments, and specially as an Assistant Inspector, and he was considered qualified for the post and better fitted to hold it than any other Native in the Department. Similar considerations would determine any future nomination to graded appointments. Experience, judgment, proved capacity, and some administrative ability are no less essential than a high standard of attainments for appointments of this description, and no hard and fast rules could work satisfactorily. Other things being equal, an officer who had proved his capacity as an Assistant Inspector would be generally preferred. Promotions from class to class are made at the discretion of the Local Government; but regard is generally paid to seniority, though it has been laid down that as a general rule appointments in the 2nd class shall be reserved for officers of superior attainments.

(*b*) *Assistant Inspectors.*—Assistant Inspectors have been hitherto selected from amongst successful Schoolmasters or District Inspectors. District Inspectors, Head Masters of Normal Schools, or Masters of the Central Training College will in all probability be nominated in most cases to these appointments in future. It will be a question to determine whether direct nominations should ever be made to these appointments.

Promotions from grade to grade are generally made by seniority.

(*c*) *District Inspectors.*—Schoolmasters have been generally selected for these appointments.

In making promotions regard is had to seniority, but good work and high attainments are taken into consideration.

(*d*) *Assistant Professors.*—These appointments are conferred on the best Graduates available.

(*e*) *Central Training College.*—The Principal was selected by the Secretary of State.

The Masters have been trained in the College.

(*f*) *Normal Schools.*—Two of the Masters are Graduates in Honors, and the others have, with one or two exceptions, gone through a course in the Central Training College. The schools have been recently reorganized, and have an efficient staff.

(*g*) *Model Schools.*—The Masters have been specially selected for these schools.

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(2) The present Director of Public Instruction is subject to the rules of the Military Department as regards pension and furlough.

Of the officers holding graded appointments, two were nominated by the Secretary of State and two (one of whom is at present lent to the Patiala State) are included in Schedule B of the Civil Leave Code. The Principal of the School of Art also is included in Schedule B. These officers are therefore subject to the more favorable leave rules contained in Chapter V of that Code.

All the other officers of the Department, gazetted and non-gazetted, are subject to the rules contained in Chapter X of the Leave Code, which is applicable to Uncovenanted Officers generally.

All Uncovenanted Officers in the Department, whether on the graded list, or not, are subject to Chapter IX of the Pension Code, and are allowed pensions on the same terms as other Uncovenanted Officers, subject to the proviso that in the case of an officer not being a Native of Asia whose qualifying service began after 25 years of age, and whose whole service for which pension is claimed has been passed in one or other of the following offices, pension is admissible after three years less service than is required from other officers:

Director of Public Instruction, if Uncovenanted.

Inspectors of Schools.

Principals and Professors of Colleges.

Head Masters of Colleges and High Schools.

Natives holding graded appointments draw two-thirds of the full salary.

(3) No. VII of the papers forwarded herewith contains the rules for the Departmental examination in Hindustani of European Officers.

The rules regarding the various kinds of Teachers' certificates are contained in Chapter IV of the Code. In future no one will be eligible for permanent employment in a Board School who does not possess the necessary certificate (*vide* draft Chapter IX, Punjab Education Code), and staff grants-in-aided schools can be given in the case of boys' schools for certificated teachers only (*vide* Chapter II of the Code).

Rules regarding the certificates required in the case of officers immediately under the Department will be found embodied in the Code.

(4) As regards the various classes employed in the Department, it will be convenient first of all to consider the case of Europeans compared with Natives.

There are, it will be remembered, eight graded appointments, *viz.*, four Inspectorships, one Principalship, and three Professorships (one of which is held in abeyance).

The views of the Local Government with regard to the employment of Natives and Europeans in the graded appointments have been set forth in a recent report to the Supreme Government in the following terms:

"As regards the recommendation that Indian Graduates, especially those who have also graduated in European Universities, be more largely employed than they have hitherto been in the Colleges maintained by Government, it may be observed that four Indian Graduates, one of whom has graduated in the University of Cambridge, are at present employed as Assistant Professors in the Lahore College, which is the only Government College in the Province. For the graded Professorships, however, which are very few in number, a thorough mastery of English with distinguished attainments in other subjects is essential. The requisite qualifications are rarely to be found amongst Natives of this Province at present; and although the principle under consideration is fully accepted by His Honor the Lieutenant-Governor, he considers that it will probably be found advisable for some time to come to obtain Professors to fill these higher posts in most cases through the Secretary of State. In this connection it may be observed that three Englishmen Graduates of Cambridge are employed in the Mahomedan College at Aligarh. In the Punjab the higher appointments of the Inspecting staff at present offer a better field for the employment of Native talent; and a Native gentleman has accordingly been nominated to a graded appointment and made Inspector of the Delhi (late the Umballa) Circle of Inspection.

* * * Another has officiated for lengthened periods as an Inspector. The Inspector of the Lahore Circle should be a European, as he has charge of European Schools; but there appears to be no reason why Native gentlemen should not be employed as Inspectors in all or any of the other circles, and the prospect of such employment will do much to attract the best men available to the Department, and to keep them there.

The staff of Professors in the Lahore Government College, which is the principal educational institution in the Province, is at present lamentably weak. We ought to have four Professors of distinguished ability, of whom the Principal should be one, to take the higher classes in English, Mathematics, Philosophy, and History; and it is convenient that each of these gentlemen should be competent to take a second subject in case of necessity. We have at present two Professors only, including the Principal. An application has been made to the Secretary of State to select two additional Professors, though it is uncertain whether more than one will be sent.

We may expect therefore to have shortly either three or four English Professors in the College, including the Principal, and it is probable that these appointments will for some time to come be held by

Englishmen, though I see no reason why hereafter, if Natives of the Province are available whose attainments and training are equal to those of officers selected by the Secretary of State, they should not hold graded Professorships. At present it is quite certain that this is far from being the case.

Of the four Inspectors of Schools, three are Europeans, but it is probable, as already stated, that two of these will be eventually replaced by Natives; and I think, for the reasons already stated in the report quoted above, and as a matter of general policy, that this is desirable.

We have at present five European Officers and one Native holding graded appointments, and one Native officiating in a graded appointment. All the other officers in the Department are Natives, with the exception of the Principals of the School of Art and of the Central Training College, and the Professor of Science, for whom a Native is now officiating, and one out of the five Assistant Professors.

Formerly a considerable number of Europeans were employed in Government Schools; but no such appointments were made for some years previous to the transfer of the schools to local bodies. At present six Europeans or Eurasians only are employed in Board Schools, and the number is likely to be further reduced.

As regards comparative efficiency, a really good English Master is superior in my opinion in many respects to a Native Master. But the salary is in most cases too small to secure good English Masters or to maintain them in comfort; and when they are employed, they have no prospect of advancement, whilst they bar the way to the promotion of Natives.

Hindus and Sikhs are much more largely employed in the higher appointments than Mahomedans. The reason is that until recently Mahomedans have to some extent held aloof from English education, and that comparatively few have prosecuted their studies to a high standard in Arts Colleges. Judging from the few Mahomedans in the Department who have obtained a good English education, and from the comparative efficiency of Hindus and Mahomedans in situations where a knowledge of English has not been insisted on, I should say that the natural capacity of Mahomedans for the work of Schoolmasters and School Inspectors or Superintendents is not inferior to that of Hindus; and I hope they will in time obtain a due share of the higher appointments both in the Department and in Board Schools.

5. Statement I, as above intimated, shews the existing organization and constitution of the Department in the form called for.

Existing Organization and Constitution of the Education Department.

1	2	3	4						
Department.	Total number of gazetted appointments, and of appointments not being purely clerical, of salaries of Rs. 100 and upwards.	Distribution of the gazetted appointments and of other appointments mentioned in column 2 amongst classes and grades, with rate of pay attached to each.	NUMBER OF APPOINTMENTS IN EACH CLASS OR GRADE NOW HELD BY						
			1		2	3			5
						Natives of India.			
			Europeans not domiciled in India.	Europeans domiciled in India.	Eurasians.	(a) Hindus.	(b) Mahomedans.	(c) Others.	(d) Total.	Total of columns 1 to 4.
		Director of Public Instruction, Punjab, Rs. 1,500 to Rs. 2,000.	1	...	...	...	...	...	...	
		Graded appointments								
		2nd class, 2 appointments, on Rs. 1,000 rising to Rs. 1,250.	2	...	...	...	...	...	...	
		3rd class, 3 appointments, on Rs. 750 to Rs. 1,000	2	...	...	1	...	...	1	
		4th class, 3 appointments, on Rs. 500 to Rs. 750 (b)	1	...	...	(a)1	...	...	1	
		Ungraded appointments.								
		1 on Rs. 900(c)	1	...	...	...	...	...	...	
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		1 on Rs. 400 to Rs. 500	1	...	...	...	...	...	...	
		2 on Rs. 350	1	...	...	1	...	...	1	
		2 on Rs. 300	...	...	...	2	...	...	2	
		1 on Rs. 280	...	...	...	1	...	...	1	
		4 on Rs. 250	...	...	...	3	1	1	4	
		3 on Rs. 225	...	...	...	2	1	...	3	
		2 on Rs. 200	...	...	...	2	...	...	2	
		2 on Rs. 180(d)	...	...	...	2	...	...	2	
		4 on Rs. 160	...	...	...	4	...	...	4	
		1 on Rs. 150	...	...	...	...	1	...	1	
		7 on Rs. 140	...	...	...	6	1	...	7	
		1 on Rs. 140 rising to Rs. 150=Rs. 133 ...	...	...	...	...	...	1	1	
		9 on Rs. 120	...	...	...	3	6	...	9	
		12 on Rs. 100	...	...	...	6	6	...	12	
		Total ...	9	...	1	33	16	3	51	

(a) Officiating (b) One held in abeyance (c) Includes Rs. 100 as personal allowance (d) Includes Rs. 30 as personal allowance.

No. 622, dated Lahore, 8th April 1884.

Notification—By the Government of the Punjab (Education Department).

His Honor the Lieutenant-Governor of the Punjab having sanctioned certain modifications in the rules regarding the examination in Hindustani of European Officers of the Educational Department (Punjab Government Order No. 119, dated 2nd April 1884, Home—Education), the following rules are promulgated in supersession of those which were published in the *Punjab Government Gazette*, No. 47, dated 19th November 1874:

Rules for the Examination in Hindustani of European Officers employed in the Educational Department, Punjab.

1. Every European Officer employed in any situation in the Educational Department in this Province, either as Inspector, Assistant or District Inspector of Schools, or as Principal or Professor in a Government College, or as Master in a Government School, shall be required to pass an examination in the Hindustani language within two years of the date of his entering the Department.

2. The test of qualifications shall be as follows:

(1) Ability to read and to translate into English any portion of the *Rastán-i-Hind*, the *Qawáid i-Urdú*, the *Isabd-i-Urdú*, *lower standard*, and the *Majmú'-i-Sabkan* (Oudh Poetical Reader), Part I.

(2) Ability to translate from English into the Vernacular (1) a moderately easy passage from a standard English author; (2) a paper of idiomatic sentences on ordinary topics.

(3) Ability to converse intelligibly on a subject of ordinary difficulty with a Native unacquainted with English.

(4) Ability to explain the Hindustani technical terms in ordinary use in Arithmetic Geometry, Algebra, Geography, and Grammar, and to give the Hindustani of the corresponding English terms.

3. All European Officers to whom these rules apply, who fail to pass the examination within the period specified, shall be subject to such reduction of salary until they shall pass as the Hon'ble the Lieutenant-Governor of the Punjab may see fit to order.

4. In no case shall any officer be promoted substantively or otherwise to an office of superior emoluments until he shall have passed the prescribed examination; or, if the exigencies of the public service render it necessary that he be appointed to such an office, he shall only draw so much of the salary attached to it as may be equal to that of the office previously held by him.

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Section III.
J. Sime, Esq.

Section III—Sittings at Lahore

Witness No. I—*21st April 1887.*

Examination of J. SIME, Esq., B.A., Tutor to His Highness the Maharaja of Patiala.

The President.

I am at present on special duty as Tutor to His Highness the Maharaja of Patiala.

I came to this country as Principal of the Doveton College, Calcutta, in the year 1864, and, after holding that appointment for nearly 5 years, I entered the Educational Department in the North-Western Provinces on the understanding that I was to obtain the Principalship of the Muir Central College, then about to be established at Allahabad, and in the meantime I held the Professorship of Literature and Philosophy at the Agra College. I remained there for 1½ years, and some difficulty having occurred respecting the claims of another officer to the office for which I was destined, I accepted the Principalship of the Delhi College. This office I filled for nearly 7 years, with the exception of an interval during which my health compelled me to accept an Inspectorship of Schools in a better climate. When the Delhi College was amalgamated with that of Lahore, I was transferred to the Lahore College as Professor of Literature and Philosophy, and in 1880 I was appointed Inspector of Schools in the Lahore Circle. While I filled this post, I was from time to time appointed to officiate as Principal of the Lahore College, when that office was vacated by the absence of the permanent incumbent. In May 1885 I received my present appointment. My services are lent to the State of Patiala, which pays my salary and a contribution to my pension.

The Graded Service comprises eight appointments, one of which is now held in abeyance under the orders of the Secretary of State.

Europeans are appointed to that Service by the Secretary of State; Natives are appointed by the Local Government.

The graded appointments are now held by four Inspectors of Schools, the Principal of the Lahore College, and one Professor; another Professorship is held by a Native, who is officiating until the vacancy has been filled by appointment in England.

Of the Inspectors of Schools, three are European and one is a Native, who holds an appointment in the 3rd grade.

Of the ungraded appointments, the Principal of the School of Art, Mr. Kipling, joined this Province from Bombay, where he held a similar appointment. Mr. Bell, the Principal of the Central Training College, was appointed by the Secretary of State. A gentleman was required for this appointment who had gone through a regular course of training, and had received a University education, followed by some experience in teaching. Mr. Cope was appointed by reason of his literary acquirements to fill the post of Assistant Professor of English Literature. All the other

The President—contd.

appointments in the ungraded list are held by Asiatics, with the exception of one which is held by a Eurasian. As a rule, appointments in this list are made by the Local Government, except when special requirements necessitate an application to the Secretary of State to secure the services of a competent European.

The ungraded appointments carry pension. The holders of these appointments are selected for special posts, and cannot as a right claim promotion to the graded appointments, but some have been so promoted.

At present the appointments held by the Graded Officers are interchangable. A Principal or Professor of a College may be required to act as Inspector of Schools, or an Inspector of Schools to take charge of a Principalship or Professorship. As a general rule, I do not think this is desirable, but in the present condition of the Department in this Province it is necessary.

If a Professor is appointed to act as Inspector, the appointment of an officer to officiate for him would be made from the ungraded list. I think, as a rule, an officer might be found in the Ungraded branch who would be more fit for the work of an Inspector than of a Professor.

If the duties of an Inspector were confined to the inspection of schools, I should say that the office afforded a good field of employment for a carefully selected and experienced Native; but a recent change in the system in this Province has for a time imposed on Inspecting Officers exceptional duties. The Local Boards formerly managed only the Vernacular Schools, and this under the direct supervision of the District Officers. The powers of these Boards have from time to time been enlarged, and there has been now committed to them the management of the Anglo-Vernacular Board Schools and greater independence of action. It is intended that the Local Boards shall be relieved of the charge of Police, and shall bear the costs of the schools committed to them for management; but, until this arrangement is carried out, sums are contributed from the Provincial revenues to the Boards equivalent to the expenditure formerly paid by Government. The Inspector of Schools is required to see that the monies are so expended as to secure efficiency in the school staff, and the provision of suitable buildings and necessaries. He has therefore to be a man of considerable tact and firmness, and one whose advice would be accepted as authoritative by the members of the Boards. In time the initial difficulties will be overcome, and it is by reason of the existence of that period of transition that I hesitate to recommend any hasty substitution of European for Native agency in regard to the Inspectorships.

Pure examination of classes by standards can, I think, be better done by a Native than by a

The *President*—contd.

European, but organization or methods of instruction are more generally improved under European than under Native inspection. An Inspector should, I think, always be a man of experience in the management of schools. For the salaries paid to the Masters of Board Schools, you can be more sure of obtaining Natives of ability than Europeans. Assistant Inspectors have usually been appointed for approved ability as teachers. If we could get the highest type of Native Graduates as Assistant Inspectors, I think they would be found at least equal, and probably superior, to the class from which Inspectors have heretofore been selected. The Masters of Board Schools also would probably afford a field for selection. The Inspectors should be selected ordinarily from approved Assistant Inspectors. I have known for many years the Native gentleman who at present holds the graded Inspectorship. He was an Assistant Inspector, and I think he performed the duties of that appointment admirably. He is a fine type of man, and would, I think, be quite strong enough to cope with any Board difficulties. We have at present only one Government College in this Presidency, and there are two aided Colleges—one under the charge of the Cambridge Mission at Delhi, and the other under the charge of the American Mission at Lahore.

I consider it very desirable that we should have in each Province a College to be a model for all institutions professing to teach to University standards, whether supported by societies or established by private enterprize. The Professors at the model College should be the best men that could be procured. Ordinarily such Professors would be Europeans, but I would not exclude Natives if they possessed the necessary high proficiency. I would allow the Professors of the College to admit extramural students to their lectures in those subjects in which adequate teaching cannot be provided by the private Colleges; for instance, Physical Science. At first I would utilize for the Professorships at such a College the available talent in the Department. I would

The *President*—concld.

appoint the Professors to definite Professorships. It would be a waste of talent to employ them as Inspectors, and nothing is more hurtful to a college than constant changes in the staff.

As regards the question whether it is desirable to engage Professors for a term of years, I should prefer to consider the matter, and forward my opinion later on.

Natives who are capable of teaching up to the Honors standard of the B. A. degree are exceptional. The Professor of English Literature should, I think, certainly be an Englishman. An Englishman would, by reason of his familiarity with the literature of his country, be capable of a richness of illustration which a Native of India could hardly command, and he would be able to communicate to his pupils a more critical knowledge of the language and a greater purity of accent.

A Native would teach English up to a certain standard, but would not teach the subject thoroughly.

As I am invited to give my opinion on the organization of the Department, I think it right to call the attention of the Commission to the fact that in this Province in which educational work is certainly not lighter than in other Provinces, and in some respects is heavier, there are no 1st grade graded appointments, and the Physical Science Professorship is an ungraded appointment. If the graded system is retained, I am of opinion that the Directorship of Public Instruction should always be given in the Department when there is an officer fit to take it.

I would sooner have at the head of this Department an Educational Officer from another Province than a gentleman introduced from another Department who has no special knowledge of this Department.

Even if the Director were to become a mere Secretary to Government, I would still urge that he should have had experience in the Department that he may be the better qualified to advise the Government on educational questions.

WITNESS No. II—*21st April 1887.*

Examination of the Revd. C. W. FORMAN, D.D., M.A., Principal of the Mission College and School, Lahore.

The *President.*

I am a Graduate of the Slater College in Kentucky, and have for 39 years been engaged in education in India. I have charge of a system of schools in Lahore, embracing a College, a High School, and a number of branch schools, which are mainly vernacular. These schools have been inspected by Native Inspectors, and I have had every reason to be satisfied with the ability, fairness, and courtesy with which these gentlemen have discharged their duties. The gentlemen I speak of were Assistant Inspectors, but one of them was acting as Inspector. My schools have been inspected by European Inspectors, and I cannot frankly say that I think the Native Inspectors were inferior. I was, I admit, a little doubtful when first I heard that the inspection was to be conducted by Natives, but that feeling has quite worn off since

The *President*—contd.

I have had experience of them. I think that if Government withdrew from higher education in the Province by giving up the Government College, Native enterprize would be stimulated to undertake the provision of such education. The Natives have already established a thoroughly good High School here. It is well manned, and its pupils were successful at the Middle School examination. The College at Delhi under the Cambridge Mission offers us a model, worked as it is now.

I think it is decidedly desirable to have at our Colleges some European Professors. We have not, so far as I know, any Natives of this Province who are at present competent to teach above the standard of the ordinary B. A. degree. We should for the present have to go outside the Province for

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Rev. C. W. Forman, M.A.

The *President*—contd.

Professors to teach up to the Honors standard or the M. A. degree. Our Professor of Mathematics is a Bengali M. A. of Calcutta: the others are Americans. They are Missionaries. Of course Missionary Colleges do not generally attempt to secure such highly trained Professors as a Government College would, because the securing of

The *President*—concld.

University distinctions for the pupils is a secondary object with Missionary Colleges.

When I said that Natives might be selected who were competent to discharge the duties of Inspectors, it must be understood that I am not prepared to admit that European Inspectors should be at once altogether dispensed with; the change should be very gradual.

WITNESS No. III—*21st April 1897.*

C. R. Stulpnagel, Esq., M.A.

Examination of C. R. STULPNAGEL, Esq., M.A., Ph. D. Inspector of European Schools, Punjab.

The *President.*

I am a Graduate of Zurich, and was appointed to the ungraded branch of the Education Department in this Province in 1867.

I was first posted as Head Master of a District School, and afterwards I joined the Delhi College as Lecturer in Mental and Moral Science. Thence I was transferred to Lahore with similar duties. About 15 years ago I was appointed Professor, and promoted to the graded branch. I have officiated as Principal of the College, and am now holding the appointment of Inspector of the Lahore Circle and of European Schools throughout the Province. The European schools are 25 in number—10 boys' schools, and 15 girls' schools. The Bishop Cotton School educates boys up to the B.A. standard, and prepares students for Rurki; the Lahore High School educates up to the Entrance examination.

The Lawrence School at Sanawar contains 500 boys and girls, the children of European soldiers. These are included in the 25 I have mentioned.

I think we are nearing the time when all the four Inspectorships might be officered by Natives. At present, and so long as the Inspector of Schools of this Circle has to look after European Schools, a European is necessary. I think it is a matter more of arrangement than anything else. I think, for instance, that one European might inspect the European Schools in this Province and in the North-Western Provinces. I perfectly agree with Mr. Sime that we require in the Professors of our Government College the highest culture obtainable anywhere.

I am not disposed to say that the time has not arrived when we may look to Native enterprize to provide itself with higher instruction; but I have seen two Colleges founded by societies or private enterprise flourish for a season and pass away. Until there is an endowment to maintain a proper succession of Professors, such institutions cannot be relied on as permanent, and the efficiency of the teaching staff will not be maintained at a uniform level. I do not think we could obtain at this moment a sufficient number of competent Native Professors to officer a College; and inasmuch as the Honors men of European Universities attain a higher standard than the Honors men at the Indian Universities, I think we must look mainly to

The *President*—contd.

European Universities for the exceptional efficiency which I have mentioned as indispensable. On the whole, I think it is not desirable that Professorships and Inspectorships should be interchangeable.

I do not think it probable that good men would be induced to accept appointments as Professors in India for a limited term of years, seeing that, their engagements ended, they would have to begin life over again under far less favorable circumstances. Comparing Europeans with Natives in respect of the qualities necessary for Professors, I consider that English Literature should be taught by English Professors and Philosophy by Germans or Scotch. As regards Mathematics and Science, I have met Natives who could well teach up to the ordinary B. A. degree standard, but not higher. I think a teacher ought to have a great deal of reserve knowledge; and after a Native has taken his degree, even as M. A., he is not, as a rule, given to extending his acquaintance with the subjects he cultivated by private study.

Comparing Natives and Europeans as Inspectors, Natives have no doubt many advantages; they can identify themselves with the people more than any European can; and I think, on the whole, they are better examiners in schools owing to their acquaintance with the vernaculars. On the other hand, they are less likely to influence those European Officers in whose hands really the advancement of popular education lies—I mean the District Officers. I think we have in this Province a sufficient number of efficient Natives to supply all our demands for Inspectors. I agree that the system of selection obtaining in this Province has hitherto worked well. There has been heretofore no bar between the Graded and the Ungraded Service. The distinction between graded and ungraded is not always intelligible; for instance, the Teachers of Arabic and Sanskrit are called Assistant Professors, and are not graded, and the Teacher of Natural Science is called Professor, and is not graded; while the Teacher of English Literature is called a Professor, and is graded. This anomaly should be abolished, as also the distinction as regards furlough between gentlemen in the Department appointed in this country and those who are appointed in England, though both hold graded appointments.

Witness No. IV—*21st April 1886*.

Examination of T. C. Lewis, Esq., M.A., Principal of the Government College, Lahore.

The *President*.

I was 6th Wrangler and Fellow of Trinity College, and after I took my degree I lectured for the College, and was from time to time appointed Examiner for the University. I entered the Education Department of the Punjab in October 1881. I was appointed Professor of Mathematics, and in 1886 I succeeded to the office of Principal, which I hold in conjunction with my Mathematical Professorship. I was engaged to fill the appointment of Professor of Mathematics. A few months after I came out, I was invited to officiate as Professor of Philosophy, and declined to do so. It seemed to be understood that a Professor should be able to take a class in any subject which was taught in the College. I have no doubt that the best arrangements were suggested which could be adopted, having regard to the limited number of the staff. When I came to the Province, Professors in order to get promotion were obliged to accept appointments as Inspectors. Afterwards it was arranged that officers of the Department should be promoted irrespective of the appointments they held. I think it would be very objectionable (if the European Inspectors are retained) to transfer men from Professorships to Inspectorships, and then to bring them back to Professorships. If a Professor is to be transferred to an Inspectorship, he should accept the duties of the latter office permanently. So far as I have had an opportunity of forming an opinion, I have long maintained that the Inspectorships should and could be held by Natives. The arguments against my view are that the duties are largely administrative, and that it is necessary that the Inspector should be an officer whose opinion would carry weight with a District Officer. On the other hand, seeing that Assistant Inspectors are selected from the teaching staff of schools, and that their duties train them for the duties of an Inspector, I do not see why the advantage of that training should be lost. I think such an officer more likely to make a good Inspector than a Professor who is not a Native, and who is not ordinarily so well versed in the vernacular, and is without the special experience necessary to conduct the work of inspection.

The case of the European Schools might be dealt with separately. Of course, if the Inspectorships are reserved for Natives, there would be reason to ask for a reconsideration of the order of the Secretary of State which suggests experience as an Inspecting Officer as a necessary qualification for the Directorship of Public Instruction.

With regard to the larger employment of Natives as Professors, I think this question should be dealt with independently of all race qualifications. We are bound to provide the best education we can secure. In Professors we must have a certain standard of proficiency, and we must secure that proficiency independently of the race of the Professor. We want as a Professor a man who has a mastery of the subject beyond any of the standards prescribed in the Indian Universities. We must therefore, except in very exceptional cases, obtain the man we want from Universities where the standards are higher. In our colonies, where general education is certainly more advanced than in India, Professors are obtained from European Universities, and their example suggests that the same course should be followed in India. Amongst 1st class men from English Universities, it would be right and fair to choose Natives of this country in preference to men of other nationalities, if they care to join the Educational Departments. It is wise to do so, because such men would naturally have a close acquaintance with Native habits of thought, and a complete mastery of vernaculars; and although they would not, of course, lecture in the vernacular, they would be more able to disseminate knowledge among the masses. Moreover, to influence men in the course of education, it is necessary that those who are engaged in higher education should be able to communicate with their students freely in their own language. If 1st class Native Graduates of European Universities cannot be obtained, we should obtain 1st class Graduates from the British Universities.

The *President*—contd.

I think it is most important that there should be in each Province one College maintained by the Government or by permanent endowment and equipped with the best Professorial staff, to serve at the same time as an instrument for imparting the highest education and as a model which the other collegiate institutions should work up to.

In Lahore we have a College with a larger number of students than the Muir Central College and the Presidency College, while the staff is at present quite inadequate. While I take charge of the Mathematical classes, Mr Robertson, a Graduate in Honors of the University of Edinburgh, fills the chair of English Literature. We have only one Assistant Professor who has taken an English degree, Mr. Chatterjea, who obtained a 2nd Class in Mathematics at Cambridge. Application has been made for the appointment of two more gentlemen from England; but, even if we obtain them, we shall not have a numerically stronger staff than that of the Muir College.

There is another reason why we should have men of University experience as Professors, namely, in order that this University should be formed and guided by them. Very few of the Fellows of the University have any idea of what is required. Professors of such ability as I desire to see appointed would, I am certain, feel an interest in maintaining a high standard in their own subjects in the University course. Examiners who are too lenient make it difficult for the Professors to insist on a high standard in the work of their classes, students contenting themselves with working up to the standard of the examinations and not to the ideal of the Professors.

Attention has been drawn to the fact that we have no 1st grade appointments in the Department in the Punjab. When men join the Department

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The *President*—contd.

in this Province they naturally suppose that it is on the same footing as it is in other Provinces, and when they find there is no 1st grade, they are, not unreasonably, disappointed.

Some time ago the Government of India applied to the Secretary of State to make the same concessions in respect of furlough and pension to the Education Department as had been made to the Public Works Department.

The *President*—concld.

The Secretary of State replied that it was unnecessary to make any change, as sufficiently good men were obtained under existing rules. On other hand, the Government has justified the appointment of gentlemen outside the Department to the office of Director on the ground that men fit for the post could not be found in the Department. This appears to me to be inconsistent with the argument used by the Secretary of State in refusing the concessions solicited.

WITNESS No. V—*21st April 1887.*

Rai Bahadur Ram Kishen Das.

Examination of Rai Bahadur RAM KISHAN DASS, Honorary Magistrate, and one of the Managers of the Anglo-Sanskrit School at Delhi.

The *President.*

I have for many years taken an interest in education, and have been for 10 or 12 years managing the Anglo-Sanskrit School at Delhi. The school has been inspected by European and Native Inspectors, and by Native Assistant Inspectors. I consider the inspection of the Natives was quite as efficient as that of the Europeans. I believe that the present number of Native Inspectors could be increased. I consider also that Natives are competent to teach subjects other than English Literature to a high standard. I would have in each Presidency one College managed by the most efficient Professors as a model for the other Colleges. I believe Native Professors could be found competent to teach to the B.A. standard. I know a large number of Native M. A.'s and B. A.'s. I do not think the time has arrived for having a College entirely officered by Native Professors. European Professors must still be employed to teach English. I think Natives are fully competent to manage Colleges and maintain discipline. My school staff is entirely composed of Natives. We teach up to the Middle School standard.

The *President*—contd.

WITNESS No. VI—*21st April 1887.*

Lala Sagar Chand, B.A.

Examination of LALA SAGAR CHAND, B.A., Acting Assistant Professor in the Government College, Lahore.

Mr. *Quinton.*

I have taught English, Mathematics, and History in the Punjab College, and am now teaching Philosophy up to the B.A. standard.

The *President.*

I have twice acted as Inspector of Schools, for about four months on each occasion. I think the Government officers are the most competent to judge of the efficiency of Native Inspectors. It has been placed on record that I am an efficient Inspector. I consider we should have at least one College in the Provinces officered by the most efficient teaching staff obtainable. We have now in our College Natives doing the same work as English Professors, and doing it well. We have a Native Professor who is competent to teach the B. A. class in Mathematics. He has taught up to the M.A., and has passed students in that standard. He has ten times officiated as Professor of Mathematics. He has taught Mathematics up to the highest standard for more than three years together. For the last 4 or 6 months he has had charge of the B.A. class. I took the B. A. degree in 1864. I was educated at the Agra College. I have held the office of Assistant Inspector since 1877, and for about four years I have been officiating as Assistant Professor, my present appointment. I wish to say that promotion in our Department is very irregular. Europeans who entered the Service after myself have been promoted over my head. In one instance I was superseded by a University man who has officiated as Professor of English Literature ever since he joined. He had not, when he was promoted, complied with the rule which says that no European shall be promoted before he has passed in the vernacular. He passed in the vernacular in 1864, and was promoted in 1881.

The *President*—contd.

Colonel *Holroyd.*

When you were appointed Assistant Professor did you supersede any European Officers?—I admit that I superseded a gentleman, who, I confess, ought to have had the appointment if seniority is taken into account.

The *President.*

I complain that the rule I have mentioned was not observed in the case of the English gentleman who superseded me. I wish also to say that it is undesirable that transfers should be made from the Curator's Office to the Inspector or the District School establishments. Such transfers have been made, and have involved the supersession of officers of long service.

It has been stated to-day that Natives can teach up to the examination standard of a subject, but are not competent to teach the subject well. I do not think that Europeans can do more. I wish also to say that I consider the salaries paid

The *President*—contd.

to Professors and Inspectors are much too high. I consider that quite as good men could be got for much less. Fifteen years ago the salaries of Professors were raised from Rs. 500 and Rs. 700 to the present scale: there was no University then, and only three or four High Schools; but the Delhi and Lahore Colleges were in existence. I think a Native Pleader of ability could make Rs. 1,000 a month. I think we could secure very good Native Professors for Rs. 500 to Rs. 700.

I know there is discontent at present in the Educational Department owing to the English Professors not considering themselves sufficiently paid.

The *President*—concld.

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Colonel *Holroyd*.

On several occasions I have superseded English Officers who were drawing higher salaries than I was. I was superseded on one occasion by a gentleman who entered the Service on a lower salary than I did. I admit he was drawing a higher salary and holding a better position than I was when he superseded me. This took place at least 15 years ago.

WITNESS No. VII—*21st April 1887.*

Examination of the Revd. J. P. McKEE, Manager of the American Presbyterian Mission School, Gujranwalla.

Revd. J. P. McKee.

The *President*.

I have been 17 years connected with education in the Punjab. My school teaches up to the Entrance standard. We have had Native Inspectors inspecting us, and my experience is that inspection by Natives is as thorough, careful, and fair as inspection by Europeans. We pay Rs. 120 to our Head Master. He is a Bengali, a Graduate of the Calcutta University. We have about 1,000 students in our school. Rs. 120 is the highest salary we pay to our Masters. We had a European Head Master at one time, but I preferred a Native Head Master. It is not easy to get a good European Head Master on Rs. 120. I think Natives are competent to be Professors in Mathematics. There are some very excellent Mathematicians among the Natives of this Province. I think also that there will in time be quite capable Professors in Philosophy among them; but I think the Chairs of Modern Science and English Literature should continue for some little time to come to be held by Europeans. I am not personally acquainted with any Natives who have made Philosophy their special study. I have met men from Bengal and Bombay who, I think, understood Philosophy well. But I do not know any Native in the Punjab whom I could recommend as fit to be Professor in Philosophy. I think the present eight graded appointments for higher class European tuition might safely be reduced to five. I think three of the Inspectorships might be held by Natives, but I would continue to have a European Inspector for European Schools from policy rather than from any doubt as to the ability of Natives to do the work. I graduated in an American University. I do not think it would be practicable at present to bring out European Professors for terms of years, instead of having a system of graded appointments. I doubt whether any person acquainted with Indian life would advise any person to accept such an appointment. I certainly should not. I think a permanent appointment with the hope of regular promotion and a pension would attract better men.

The *President*—contd.

WITNESS No. VIII—*21st April 1887.*

Examination of LALA PIYARE LAL, Inspector of Schools, 3rd grade, Umballa Circle.

Lala Piyare Lal.

The *President*.

I joined the Department in 1880 on Rs. 60 as Head Master of a District School. My present salary is Rs. 533. I am subject to the two-thirds rule. I have not taken a degree. I left the Agra College, where I was educated, in 1869. The University was established in 1857. I then became Head Master of the Normal School at Delhi. I have never acted as Professor. I have been Assistant Inspector of Schools. I have inspected schools since September 1881. I have never found any difficulties in connection with my inspection work. No objection has at any time been taken to my work. The District Boards have always acted on my suggestions. I think Natives are competent to hold Professorships of Mathematics and Philosophy. I think a Native who has very carefully studied the *Darshans* could qualify himself to lecture upon European Philosophy. There is nothing in European Philosophy which is not found in Indian Philosophy. I have not studied European Philosophy very deeply. I have read criticisms on Compte, but not Compte himself. I read Hamilton's works when I was at College. I should like to see one model College in each Province the teaching staff of which should include the very best Professors obtainable, whether Natives or Europeans, for each subject. For Professors I would have a system of permanent appointments with progressive pay, except in the case of Natural Science, for which I think it would be better to get men out for a term, so that we might always have the benefit of the most modern teaching in this subject. I have no complaint to make as regards promotion in my Department. I think the men most experienced in teaching schools should be selected for District Assistant Inspectorships, and that the best Assistant Inspectors should be appointed to Inspectorships. I do not think it

The *President*—contd.

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The *President*—contd.

desirable that Professors should be transferred to Inspectorships and retransferred to Professorships; but if the Director of Public Instruction is to be appointed from the Department, he should have had experience of inspecting work. I do not think the two-thirds rule is a fair one in my Department. I think really able Natives can get

The *President*—contd.

appointments in other Departments on very much better pay than the Educational Department offices. I do not agree that the present salaries are too high. It is with difficulty that we can get really good men for Inspectorships in our schools. All the best men go to the Judicial Department.

WITNESS No. IX—*21st April 1887.*

Babu Hari Singh.

Examination of BABU HARI SINGH, Assistant Inspector of Schools.

The *President.*

I have been 23 years in the Department. I was educated at Amritsar in pre-University times. I entered the Department as an advanced school teacher. I have been Inspector since 1879. I have inspected Anglo-Vernacular Schools, and never had any difficulty with Local Boards or Civil Officers or Heads of schools. I have never inspected European Schools. I have no experience of College work, but I think Professors of English Literature, Philosophy, and Natural Science should be men who have graduated in European Colleges. I am in favor of having at least one most efficiently taught College in every province as a standard to which other colleges and schools in the Province may aspire. I think the pay of Inspectors is at present rather too high. I would have five Inspectors, two on Rs. 500, two on Rs. 700, and one on Rs. 800. I would have fixed salaries. As a rule I would select Inspectors from Assistants and Assistants

The *President*—contd.

from District Inspectors. Most of our District Inspectors are Graduates. The District Inspector inspects each school in the district three times a year. He is responsible for the schools in his district. The Inspector or Assistant Inspector inspects all the schools in the Circle once a year. He is responsible for the schools in his Circle. I would not appoint a man as District Inspector who had not worked as a teacher in schools for five years at least. District Inspectors get from Rs. 100 to Rs. 160.

I would have the Director of Public Instruction a European for the present. I would have Native agency as much as possible under European supervision. I would not exclude Natives from the Directorship of Public Instruction altogether. Native Professors might rise to that appointment. The Director, if he is to be chosen from the Department, ought to be experienced in inspection work.

WITNESS No. X—*21st April 1887.*

Babu I. C. Singha.

Examination of BABU ISHAN CHUNDAR SINGHA, Head Master of the Christian Boys' Boarding School, Batala.

The *President.*

I am a Bengali—a Native Christian. I have been engaged in education here since 22 years. My school has been inspected by Native Inspectors twice during the year. Their inspection was thorough and fair and equal to European inspection, so far as I could see. There are about fifty-five boys in our school. I was for 14 years in a Mission School. I am not a Graduate. I think for the present Professors in Colleges should be men, whether Natives or Europeans, who have been brought up in European Universities. My reason is that a European University training

The *President*—contd.

is more calculated to expand the mind. There are Colleges in Bengal which educate successfully up to the B. A. and M. A. standards, but I consider there is still room for improvement in Indian education. I do not object to the two-thirds rule as applied to the salaries of Native Inspectors. I consider it is necessary there should be one European Inspector for European Schools; the rest might be Natives. I think the salaries for all should be increased; the cost of living is getting higher for both Natives and Europeans every year.

WITNESS No. XI—*21st April 1887.*

Maulvi Mohamed Yusuf Ali.

Examination of Maulvi MOHAMED YUSUF ALI, Assistant Inspector of Schools, Derajat Circle.

The *President.*

I have been 17 years in the Department, which I entered in 1870 as Head Master of the Oriental School at Lahore. I was four years Master of a District School; then District Inspector of Schools. I have been inspecting schools for about 12 years. I have examined Anglo-Vernacular, but not European Schools. I have encountered no difficulty in the discharge of my duty. I have

The *President*—contd.

never had any unpleasantness with Local Boards. No fault has ever been found with my work. My Circle lies on the frontier in the Pathan country. As regards Professors, I think the Professor of English Literature should be an Englishman, and that of Natural Science should be a European, or at any rate a Native of India educated in Europe. I am in favor of having one model

The *President*—contd.

College in each Province officered by the most efficient Professors obtainable. I consider the salaries paid to European Inspectors are not too high. I approve of the two-thirds rule for Native Inspectors. I have no complaint of supersession to make, or of not having been promoted in due course.

The *President*—concld.

I consider Mahomedan education is likely to progress in this Province. I see an increasing desire on the part of Mahomedans to avail themselves of English education, but not in proportion to the population as yet.

Witness No. XII—*21st April 1887.*

Examination of Maulvi Mohamed Hussein Azad, Professor of Arabic, Government College, Lahore.

Maulvi Mohamed Hussein Azad.

The Hon'ble *Mr. Quinton.*

I have been 17 years in the Department. Measures have been taken for the larger admission of Natives to the Department, and I have no doubt that they will continue to be taken, as it is the wish of the Local Government and the Director. I would not send Natives to inspect European Schools, or Board Schools in which the Head Master is a European. I do not refer to Missionary Schools under the direction of clergymen, and I see no reason why qualified Natives should not inspect other schools.

With regard to Professors, a Professor should always teach those subjects which have a connection with his mother tongue. As for Mathematics, if a man is competent to teach them, it does not matter whether he is a Native or a European, especially if he has been educated in Europe. I think that Natural Science can be more efficiently taught by Professors imported from England, who have had ample experience of scientific appliances and are familiar with the practical application of Science in every-day-life, than by men brought up in that country, whose knowledge has only been gained from books.

The Hon'ble Mr. *Quinton*—contd.

Witness No. XIII—*25th April 1887.*

Examination of Babu Protul Chunder Chatterjea, Pleader, Chief Court, Punjab, and Member of the Senate of the Punjab University.

Babu Protul Chunder Chatterjea.

The *President.*

I am desirous of expressing my opinion that it is desirable that there should be one College provided with the best available tutorial staff to serve as a model for the Province, and that gentlemen educated at a European University should be preferred for the Principalship of the College, and for the Professorship and Assistant Professorship of English Literature. It is indispensable that these officers should be English. For the Professorships of Mathematics and History, Natives educated in this country might be appointed, if thoroughly qualified. The Chair of Philosophy should be held by a Graduate of a European University. At present also the Chair of Natural Science should be held by a European; and as an impetus should, as far as possible, be given to technical education, this Chair should not be inferior to other Professorships, neither in respect of dignity nor emoluments. I do not wish to offer an opinion as to whether or not it would be desirable to engage Professors for a term of years, because I do not know whether we could get better men, or as good men, by that system. I am, however, strongly of opinion that the Professors should be engaged for specific subjects, and that they should not be transferred to other Chairs for the sake of higher emoluments. I am of opinion also that Natives can be obtained who are quite competent to discharge the duties of Inspectors of Schools of all classes; but if any objection is entertained by the Managers of Schools to the inspection of European Schools by Natives, I have no objection to the appointment of a European Inspector either *pro hac vice*, or as a permanent member of the Inspecting staff.

The *President*—contd.

Colonel *Holroyd.*

Do you think that when English boys and girls are to be examined in English, it would be better that the Inspector who examines them should be an Englishman?—I understand that the schools teach up to the Entrance standard. There are many Natives who are competent to examine them in English up to that standard.

Section IV.—Written Evidence.

No. I—J. B. Dalma, Esq., B.A. (Punjab), Assistant Master, Municipal Board School, Amritsar.

Punjab.
Education.
Section IV.
J. B. Dalma, Esq.

I was educated at the Lahore Government College; joined the Educational Department in 1884; took the B. A. degree in 1886. I shall briefly express my views regarding the following points:

I.—The appointment of Inspectors and Assistant Inspectors of Schools.

II.—The power of the Municipalities over the schools.

III.—The attendance and staff grants.

IV.—The appointment of Native Christians.

I.

In my opinion the present system of having an Inspector, who is put in charge of the education of several districts, seems to be an imperfect one. He goes about examining the schools two or three times a year—a work which can hardly be called a satisfactory one. I think if the number of Assistant Inspectors were to be increased, and each put in charge of not more than two districts, the work would be performed with a greater satisfaction and propriety than otherwise. They will have their work confined to a less number of schools, and hence they can give more time in examining a school than it is possible for the Inspector to do, who has a much larger circle of schools to go through. According to this plan, there will be no need of what we now call the Inspectors; but this name may be given to the present Assistant Inspectors with some more powers than they at present possess. I must say that Europeans and Eurasians would do better as officers than the Natives, the former possessing a stronger determination and firmness of mind and a better tact for management. However, Natives of tested abilities should not be neglected and thrown into the background. We shall, however, need at least one European Inspector to examine the European Schools, and who may also examine such Municipal Board Schools as have European Head Masters. The men thus appointed to the work of inspection should be prepared to stand a severe test in the vernacular language.

II.

Now, as the schools are made over to the Municipalities, it is desirable that the uneducated and illiterate portion of municipal bodies should not be allowed to interfere in school matters; otherwise light will be subjected to darkness and learning to ignorance. In places where the Municipal Members are almost all uneducated persons (as is the case in some small towns), the schools should be placed under the direct management of the Judicial Officer of the district, or solely under the Inspecting staff.

The present system of giving grants according to the attendance in the school register is an imperfect one, as it yields temptation to the increasing of the number of attendance when it is not really so. Cases of this kind have occurred in Bengal.

Again, the giving of grant-in-aid according or in proportion to the pay of the staff is also subject to the same objection. A teacher's pay may be put down as Rs. 200 when he may not be paid more than Rs. 100 or Rs. 150. This trick will increase the grant, though by unfair means. Instances of this kind, too, are not wanting.

Lastly, I shall very briefly beg the favor of our Government to consider the case of Native Christians, who as yet have not much improved as a class. It is needless to say that they cannot naturally expect any kind of help from their Hindu and Mahomedan countrymen. On the contrary, they always expect an opposition from them. As every department is full of Hindus and Mahomedans, it is difficult for a Native Christian to approach the European Officer who may be willing to help him. They need special favor from Government. It is the Native Christians who suffered a common fate with the Europeans in 1857, and they are as loyal and faithful to the British Government as any Englishman can be proud of. Lately we see that Government has taken a fancy towards the improving of the Mahomedans. Only the other day Government was pleased to grant over fifty scholarships to the Mahomedan students in the Punjab. Is it not possible and quite compatible with reason and good sense to do a similar piece of favor to the Native Christians?

I think they deserve greater privileges and rights than the Hindus and Mahomedans can claim. Government ought not to neglect them, as they are neglected and even despised and hated by their fellow countrymen.

I am not a pure Native myself, though I feel for them and sympathize with them, because they duly deserve it.

O. C. Press, Simla.—No. 8 P. S. C.—1-1 88.—540.

PROCEEDINGS

OF

THE SUB-COMMITTEE,

PUBLIC SERVICE COMMISSION.

BOMBAY.

Education.

Section I.—Note by the Sub-Committee.

As in Madras, the Department was established in 1855-56.

The Directorship, on R2,000 rising to R2,500, is held by a Departmental officer. There are seventeen appointments in the graded list. These are three Principalships of Colleges, ten Professorships and four Inspectorships with salaries rising from R500 to R1,500. One Professorship is at present vacant. Natives of India appointed to a graded office since 1882 receive only two-thirds of the pay fixed for Europeans. The Director and thirteen graded officers are non-domiciled Europeans, one is a domiciled European and three* are Hindus. There are ten ungraded College appointments—Professorships and Lecturerships—on salaries ranging from R125 to R500. Four of these are held by non-domiciled Europeans, one by a Eurasian, one by a Hindu, one by a Mahomedan and three by Parsis. In the Bombay School of Art there are two superior appointments, the Principalship on R900 and a teachership of Drawing on R500 rising to R700. The incumbents of both these appointments are non-domiciled Europeans.

High Schools for Males.—There are twenty appointments on salaries ranging from R200 to R700. Only two of these posts are filled by non-domiciled Europeans; all the others are filled by Natives of India in the Statutory sense, *viz.*, one by a Eurasian, twelve including the highest paid by Hindus, one by a Mahomedan, three by Parsis, and one by a Native Christian. The Local Government desires that in future non-domiciled Europeans should not be employed as Head Masters of High Schools.

High Schools for Females and Training Colleges.—Of the three Lady Superintendents on salaries from R300 to R500, one is a domiciled European and two are non-domiciled Europeans. All other appointments in the Department are held by Natives of India of unmixed blood. The more important of these are three Principals of Training Colleges on R300, five Deputy Inspectors, and the Curator of the Book Depôt, on R250, 300 and 350, and four Translators on R200 each.

Thus, of 87 appointments on salaries of R100 and upwards—

24	are held	by non-domiciled Europeans.
2	do.	by domiciled Europeans.
2	do.	by Eurasians.
45	do.	by Hindus.
7	do.	by Mahomedans.
6	do.	by Parsis.
1	is held	by a Native Christian.

Admission to the Department.—The graded list has been recruited in different ways. Of seventeen officers now on the list, seven were appointed by the Secretary of State for their special qualifications as teachers of particular subjects, three were appointed to High Schools by the Secretary of State and promoted to the graded list by the Bombay Government, four were appointed to ungraded offices by the Local Government and were afterwards promoted to the graded list, and three men came to India in the service of private employers and were appointed to the graded list by the Local Government. Entrance to the graded list must be by the lowest class in the grade. There is a standing order of the Secretary of State forbidding the appointment of Europeans unless by the India Office, and it is also ordered that subordinate officers of approved merit should be eligible for the graded list. This list consists of four grades, and the orders for promotion are—(*a*) that members of the two highest grades will, as a rule, be selected from the lower grades, but the Government reserves to itself full power in case of necessity to look elsewhere for suitable officers; (*b*) members of the 4th grade will be promoted to the 3rd grade by seniority, whether performing the duties of Inspector or Professor, except in cases of special disqualification.

* One of them is substantive *pro tem.* only.

Bombay.
Education.
Section I.

Appointments to the other offices are made by the Local Government unless when special qualifications not attainable in this country are required, such as for the Agricultural Teacher and the Teachers in the School of Art.

Good service as Schoolmasters or Assistants has been chiefly regarded in making appointments to the Head-Masterships of High Schools and Training Institutions, and to Deputy Inspectorships.

Employment of Natives.—The Governor in Council is of opinion that the whole of the lower appointments in the Educational Department should be held by Natives as defined in the Statute 33 Vic., Cap. 3, and that the imported Europeans should be as good as possible, as few as possible and as highly paid as possible. He would reserve two of the four Government Inspectorships for Natives, so that an intimate knowledge of the people of the country might be combined with European accuracy and method, but the proportion should not be larger because of the jealousies between Hindus and Mahomedans, and because of the number of European schools and of the necessity of keeping touch with European progress in educational matters. He would, as a rule, reserve for the best Europeans who could be induced to come out, all Professorships in the Presidency or Central Colleges except those of Oriental Languages, and in other Colleges those of English Literature, Logic, Political Economy, and History. He would throw open to Natives of India all Professorships of Oriental Languages and Science and Mathematical Professorships in Provincial Colleges which should be aided and not Government institutions. Special salaries like those in the graded list should be given to imported Europeans only, the salaries of Natives being fixed with reference to local considerations and the nature of the duties to be performed. A saving would thus be effected which would make it desirable to employ Native agency when possible and enable the Educational Department to employ a larger number of teachers than at present.

The Government of Bombay also considers that for Professors special appointments should be the rule without exception except for the grounding of junior classes in English, for which work the best European Schoolmasters are well fitted; but for a Schoolmaster or Inspector the best candidates are found among the Deputies and Assistant Teachers except when a Professor comes forward who is fitted for an active life and has plenty of common sense, patience and tact. Inspectors should be recruited from below, while the Professor should be a man fresh from the University and not jaded by long drudgery in a school.

Of seven witnesses orally examined, all are unanimous that Native agency might be more largely employed than at present for the inspection of schools. It is pointed out that the inspection of the schools is satisfactorily carried on at present by Deputy Inspectors who are all Natives of India, and that inspection by Europeans is wanted only for European schools. Some witnesses consider that even for these it is unnecessary.

Transfers from the Inspecting staff to the Professorial branch are condemned. As to Professorships, Dr. Peterson, Professor of Sanskrit at the Elphinstone College, would have all the Professors imported from Europe. He thinks that if Sanskrit is to be studied in India with the same scientific precision and fruitful results as other branches of European learning, it stands in need of living contact with European thought in the same way, though not perhaps to the same extent, as any other subject. He conceives also that it is absolutely impossible for any one to keep precisely abreast of the progress of European research in Sanskrit and the cognate subjects who does not know the Continental languages. Such knowledge, he states, is extremely rare among Native scholars and is likely to continue to be so until there is some provision for the endowment of learning. As to Professorships in other subjects, he thinks that general considerations apply, and that it is an essential part of the idea of English education in India that by the appointment from time to time of English Professors, the pupils are brought in contact with English thought, not only by books and lectures, but by the presence of educated Englishmen in the Colleges. An English scholar not only brings with him a certain amount of education that a Native scholar may have in an equal or greater degree, but he is, supposing he is well chosen, a man imbued with the spirit of European thought.

As regards Oriental Languages and Mathematics these views are not shared by other witnesses. Dr. Bhandarkar, Professor of Oriental Languages in the Deccan College, considers that Native graduates could be found to teach up to the M.A. course in Oriental subjects and perhaps in Mathematics, but he would have one College in the Presidency in which the Mathematical Professor should be from Europe. Other witnesses state that the Professorships in these two subjects should be held by Natives, but it is admitted by some that men are not to be found capable of teaching beyond the B.A. honor standard, and that study and research are rarely prosecuted for their own sake by graduates after they have obtained their degrees. It is, moreover, alleged that other more highly-paid branches of the Government service or professions attract the best graduates. As regards other subjects the preponderance of evidence is in favor of English Professors.

Mr. Oxenham, Principal of the Deccan College, writes as to the employment of Natives: "I think that probably half the Professors might be Native graduates, and I am assured by Native gentlemen whom I can trust, that Professorships carrying such pay as R250 rising to R500 would attract fully competent graduates. The nature of the work is congenial, and the feelings of regard and social respect immemorially associated with such a position in Indian society would combine to compensate for moderate pecuniary emolument."

The graded system of Professors and Inspectors combined is advocated by some witnesses as securing certainty of promotion and experience. Dr. Peterson thinks that only specialists should be appointed Professors, and that their promotion should be arranged for without involving the necessity of transferring them to other work. He complains that specialists are treated simply as so many members of a service in exactly the same position. He adds that at one period of his service he was almost forced to become Professor of English Literature, and he had the greatest difficulty in bringing it home to the mind of the authorities that such a transfer would be tantamount to the close of his career as a Sanskrit scholar. As the pay of both appointments was the same, it was for some time considered that his objections were most unreasonable.

On the other side the Director of Public Instruction writes with reference to this subject: "The officers now sent out to the Government Colleges are drawn from the same class as Assistant Masters in England, and their duties in India resemble those of a College Tutor at Oxford. They are selected at Home for proficiency in some particular subject of the University curriculum, but they come out directly after taking their degree and are not specialists, *i.e.*, men who have devoted their time to a particular line of study. Some of them become specialists in India, but the only officers who have ever been sent out from England with a real right to be called specialists are the three German scholars * who had studied Sanskrit for a considerable time after leaving the University. Specialists or Professors in the proper sense of the term, *i.e.*, men who devote their lives to a single branch of study may be employed if the present College system gives place to the Scottish or German system; but specialists alone could never work a College except at enormous cost and unless they ceased in part to be specialists. The number of subjects required by the University steadily increases, and specialists would count it a loss to give time to any but their particular subject, while in a College system there are always duties to be performed which do not obviously belong to any particular person and must be performed by volunteers. Moreover, in Indian Colleges there is the difficulty which arises from frequent absence because of sickness or furlough, and it would be practically impossible for the Department to work a College with nothing but specialists on the staff. These difficulties would not exist in the same degree if the University took the place of Government. The University would not be tied down by rules and codes as Government necessarily is; but it would be an expensive thing to make a sudden change, as vested interests would have to be guarded or compensation given. And, lastly, the University could not undertake fresh duties without a new charter, so that legislation would be necessary."

* Haug, Bühler and Kielhorn.

The importation of Professors from England under engagement for short periods is not generally approved. It is feared that superior men of the stamp wanted would not be induced to come out even for salaries much higher than at present, and that the advantages of experience would be sacrificed. It is urged on the other hand that these drawbacks would be mitigated or minimized if the engagement were open to renewal at the end of its term.

BOMBAY.
Education.

Section II.—Communication from the Chief Secretary.

Bombay — Education. — Section II.

From the Hon'ble J. R. NAYLOR, Acting Chief Secretary to Government, Bombay, to the President of the Sub-Committee of the Public Service Commission, dated Bombay Castle, 27th June 1887, No. 1004.

I am directed to acknowledge the receipt of the letter from the Secretary, Public Service Commission, No. 155, dated 17th March 1887, and also of your letter, No. 266-S., dated 30th idem, requesting full and detailed particulars under each of the five heads specified therein in regard to the Educational Department of this presidency (inclusive of Sind).

2. In reply, I am to observe that the Gazetted Officers of the Educational Department are all appointed and promoted by Government on the recommendation of the head of the Department. These officers are shown in the list appended and may be noticed under the following nine heads:—

(1) *The Director's Appointment.*—For this the Government of India Resolution, Home Department (Education), No. 16—300-310, of the 4th September 1886, gives a preferential claim to Educational Officers throughout India. In paragraph 111 of a letter from the Financial Department, No. 3602, of the 27th November last, this Government informed the Supreme Government that three of the Educational Officers of this Government are thoroughly competent for any educational office the Supreme Government could give them.

(2) *The Graded List of seventeen Officers, i.e.*, three Principals of Colleges, four Inspectors, and ten Professors. Under Government of India Resolution, Home Department (Education), No. 132, of the 28th March 1873, no person is admitted to the graded list who has not entered it in the lowest class. There is also a standing order of the Secretary of State forbidding the appointment of any Europeans except by the India Office, and it is also ordered that subordinate officers of approved service should be eligible for the graded list. At the same time, special qualifications are required for some of the appointments in the grades (*e.g.*, for Professorships in English literature and in science, mathematics and languages).

Of the seventeen officers now in the grades, seven were appointed to the graded list by the Secretary of State, for their special qualifications as teachers of particular subjects; three were appointed to High Schools by the Secretary of State and promoted to the graded list by this Government; four (three natives and one European) were appointed to High Schools or Deputy Inspectorships by this Government and afterwards promoted to the grades by this Government, and before the rule against the employment of men from England was laid down or before it was enforced; three men came to India in the service of private employers and were appointed to the grades by this Government. Promotion in the grades is regulated by this Government Resolution, No. 1162, of the 13th November 1874, which runs as under:—

> "(*a*) The members of the two first grades will as a rule be selected from the lower grades, but the Government reserves to itself full power in case of necessity to look elsewhere for suitable officers.
>
> (*b*) Members of the 4th grade will be promoted to the 3rd grade by seniority whether performing the duty of Inspector or Professor, except in cases of special disqualification."

(3) There are *ten ungraded appointments in Colleges*, consisting of four teachers of law and six teachers of languages and science. The Law Lecturers are the best Barristers and Advocates, who will consent to serve, and of the rest, the Agricultural Teacher was sent out by the Secretary of State, and the Professor of Biology is a scholar who came out to a medical mission with a knowledge of the latest instruments used in a particular branch of science, while the four others—two ancient scholars and two who have studied under the Bombay University—were appointed by this Government for proficiency in their particular branches of knowledge.

(4) The *two teachers in the School of Art* were successful students at South Kensington, and were sent out by the Secretary of State.

(5) The *twenty Head Masters of High Schools* include one Englishman sent out by the Secretary of State, and one Englishman appointed by this Government, after serving as an Assistant Master. The rest of the Head Masters are Natives, mostly graduates who have been selected by Government because of their good work as Assistant Teachers.

(6) The *three ladies* (one in a High School for Native girls, and two in Female Training Colleges) were appointed by this Government after they had shown themselves to be successful teachers in private schools.

(7) The *four heads of Training Institutions for Masters* were selected by Government on account of good service as Deputy Inspectors or Assistant Teachers.

(8) The *four Translators and the Curator of the Book Depôt* were selected by Government from among the Deputies and Assistant Teachers for their scholarly knowledge of the vernaculars.

(9) The *twenty-five Deputy Inspectors* were selected by Government as being the most successful Schoolmasters or Assistants, and the younger men among them are graduates of the University. One or two Mahomedan deputies for Urdu Schools were appointed directly after they had taken degrees at the University.

3. The pay of all appointments is shown in the statement appended, but Natives appointed to the graded list since 1882 receive only two-thirds of the pay fixed for Europeans. The general rules regarding pay, pension and furlough are applicable to the officers of the Educational Department, with this exception that officers who are not Natives of Asia and whose qualifying service begins after the age of twenty-five years and whose whole service for which pension is claimed is passed in one or other of the offices marginally noted, earn pension by three years' less service than is required from other officers: *vide* section 118 (*a*) of the Civil Pension Code, sixth edition.

Director of Public Instruction.
Inspectors of Schools.
Principals and Professors of Colleges.
Head Masters of Colleges and High Schools.

4. The technical requirements of the service are shown by the titles attached to the offices. To be a good Schoolmaster a man must be healthy and active, have a liking for boys, be well educated, and possess the qualities of patience, accuracy and industry. The special knowledge required in a Professor of Science, Mathematics or Languages is best known by the stamp of a University degree, while the powers of an Inspector or a Schoolmaster can only be developed by practice and proved by experience. For the Professors, special appointments should be the rule without exception (except for the grounding of junior classes in English, for which work the best European Schoolmasters are well fitted); but for a Schoolmaster or Inspector, the best candidates are found among the Deputies and Assistant Teachers, except when a Professor comes forward who is fitted for an active life and has plenty of common sense, patience and tact. Inspectors should be recruited from below, while the Professor should be a man fresh from the University and not jaded by long drudgery in a school.

5. The Educational Department had at first the pick of the community, the other Departments of Government being practically closed to the educated Native. But since this has ceased to be the case, the lower salaries offered in the Educational Department have caused this Department to be less attractive to educated Natives than it was a few years ago. The Brahmans have hitherto given the Department the best recruits, 88 out of the 45 Hindus in the Educational Department being Brahmans, but other sections of the community, including the Mahomedan, are now coming forward. But a Mahomedan educated in the European mode is still rare enough to command a price which is more than Government can pay. The Parsis are good teachers, but are too energetic to care much for the prospects the Educational Department can hold out. Native Christians are not up to the other races in educational progress, and this is natural, as they are generally found among the poor and depressed classes. The Eurasians and domiciled Europeans are either good enough to get into the better-paid branches of Government Service, or leave school early for active occupation on the Railway or in Workshops. They are besides generally indifferent to the vernacular languages, so that the Department cannot make much use of the few who seek employment. It has had, however, one or two excellent teachers from these classes in the Colleges where the vernacular is little used.

6. With regard to the comparative efficiency of each class, experience shows that, if a really good European is obtained, he is the most satisfactory of all, but Native employés, picked as they are out of an enormous population, attain to a high average of efficiency and are content with much lower pay. Some Europeans have not turned out well. This is possibly due to their not having been recruited from the class best suited to the position and work which they were sent out to. The Headmastership of a High School was, especially some years ago, not a position of any attraction to young Englishmen of University education without special aptitudes. Natives qualified for these posts are in these days not difficult to find, as they formerly were, and they are now exclusively appointed to them.

7. The conclusion at which the Governor in Council arrives is that the whole of the lower appointments in the Educational Department should be held by Natives (*i.e.*, Natives as defined by statute) and that the imported Europeans should be as good as possible, as few as possible, and as highly paid as possible. Two of the four Government Inspectors might be Natives, so that an intimate knowledge of the people and the country may be combined with European accuracy and method; but the proportion should not at present be larger because of the jealousies between the Hindus and Mahomedans, and because of the number of European schools and of the necessity of keeping touch with European progress in educational matters. On the other hand, the most important Professorships —English Literature, Logic, Political Economy, History everywhere, and the Mathematical and Science Professorships in the Presidency or Central Colleges—should, as a rule, be given to the best Europeans who can be induced to come out. The professorship of Oriental Languages everywhere and the Science and Mathematical Professorships in Provincial Colleges (all of which should be aided and not Government institutions) and all appointments in High Schools should be given to Natives of the country. Special salaries like those in the graded list should, in the opinion of the Governor in Council, be given to imported Europeans only; the salaries of Natives being fixed with reference to local considerations and the nature of the duties to be performed. Under these conditions, a saving would be effected, which would make it desirable to employ Native agency wherever possible, and enable the Educational Department to employ a larger number of teachers than at present.

Bombay. Education. Sec. II.

Existing organization and constitution of the Education Department, Bombay.

1	2	3	4								
Department.	Total number of gazetted appointments or of appointments not being purely clerical or salaries of Rs. 100 and upwards.	Distribution of the gazetted appointments or of other appointments mentioned in Column 2 amongst classes and grades, with rate of pay attached to each.	Number of appointments in each class or grade now held by								
			1	2	3	4 Natives of India.				
			Europeans not domiciled in India.	Europeans domiciled in India.	Eurasians.	(a) Hindus.	(b) Mahomedans.	(c) Parsis.	(d) Christians.	(e) Total.
		Director.								
Education ..	1	Rs. 2,000—2,500	1	..	..	..	..	..	..	..
		Graded List.								
		First grade, Rs. 1,250—1,500. Two Principals	2	..	..	..	..	..	..	..
	17	Second grade, Rs. 1,000—1,250. 1 Principal and 2 Inspectors	3	..	..	..	..	..	..	..
		Third grade, Rs. 750—1,000. 5 Professors	5	..	..	..	..	..	..	..
		Fourth grade, Rs. 500—750. 5 Professors and 2 Inspectors	3	1	..	*3	..	..	..	3
		College appointments (ungraded).								
	1	Persian Professor, Rs. 300—500	..	..	..	..	1	..	..	1
	1	Professor of Biology, Rs. 400—500 ..	1	..	..	..	..	..	..	..
	1	Lecturer, Physics, Rs. 250	..	..	..	..	..	1	..	1
	1	Professor of Persian, Rs. 300	..	..	..	..	..	1	..	1
	1	Law Lecturer, Rs. 125	..	..	..	1	..	..	..	1
	2	Law Professors, Rs. 300	2	..	..	..	..	..	..	..
	1	Law Professor, Rs. 269	..	..	..	..	..	1	..	1
	1	Lecturer on Agriculture, Rs. 400 ..	1	..	..	..	..	..	..	..
	1	Science Lecturer, Rs. 250—350	..	..	1	..	..	..	..	..
		School of Art.								
	1	Principal, Rs. 900	1	..	..	..	..	..	..	..
	1	Drawing Teacher, Rs. 500—700	1	..	..	..	..	..	..	..
		Boys' High Schools.								
	1	Principal, Rs. 700	..	..	..	1	..	..	..	1
	1	Vice-Principal, Rs. 400	1	..	..	..	..	..	..	..
	2	Head Masters, „ 500	1	..	..	1	..	..	..	1
	1	Head Master „ 400	..	..	..	1	..	..	..	1
	3	Head Masters „ 350	..	..	1	2	..	..	..	2
	1	Head Master „ 300	..	..	..	..	..	1	..	1
	3	Head Masters „ 250	..	..	..	2	..	1	..	3
	8	Do. „ 200	..	..	..	5	1	1	1	8
		Girls' High Schools.								
	1	Lady Superintendent, Rs. 350—400 ..	1	..	..	..	..	..	..	..
		Training Colleges for Mistresses.								
	2	Lady Superintendents, „ 300	1	1	..	..	..	..	..	..
		Training Colleges for Masters.								
	3	Principals, Rs. 300..	..	..	..	3	..	..	..	3
	1	Head Master, Rs. 150	..	..P	..	1	..	..	..	1
		Translators, &c.								
	3	Gujarati, Marathi, Kanarese } Rs. 200 each	..	..	..	3	..	..	..	3
	1	Sindi, Rs. 210	..	..	..	1	..	..	..	1
	1	Curator, Rs. 350	..	..	..	1	..	..	..	1
		Deputy Educational Inspectors.								
	1	Karachi, Rs. 300	..	..	..	1	..	..	..	1
	4	Poona, Surat, Khandesh, Dharwar } Rs. 250 each	..	..	..	4	..	..	..	4

* One of these is sub. *pro tem.* only.

1	2	3	4								
Department	Total number of gazetted appointments or of appointments not being purely clerical of salaries of Rs. 100 and upwards.	Distribution of the gazetted appointments or of other appointments mentioned in Column 2 amongst classes and grades, with rate of pay attached to each.	Number of appointments in each class or grade now held by								
			1 Europeans not domiciled in India.	2 Europeans domiciled in India.	3 Eurasians.	4 Natives of India				
						(a) Hindus.	(b) Mahomedans.	(c) Parsis.	(d) Christians.	(e) Total.
		Deputy Educational Inspectors—cont.								
Education—cont.	5	Satara, Ahmedabad, Ahmednagar, Belgaum, Hyderabad } Rs. 200 each	..	..	..	4	1	..	..	5
	5	Bijapur, Tanna, Nasik, Kaira, Shikarpur } Rs. 175 each	..	..	..	4	1	..	..	5
	6	Broach, Panch Mahals, Ratnagiri, North Canara, Kolaba, Sholapur } Rs. 150 each	..	..	..	5	1	..	..	6
	2	Urdu Schools, Rs. 150—250 and 150 ..	..	..	..	..	2	..	..	2
	2	Presidency Deputies, Rs. 75 each ..	..	..	..	2	..	..	..	2
Grand Total ..	87		24	2	2	45	7	3	1	59

MEMORANDUM by the Departmental Member on Dr. Peterson's Evidence.

Specialists.—The officers now sent out to the Government Colleges are drawn from the same class as Assistant Masters in England; and their duties in India resemble those of a College Tutor at Oxford. They are selected at home for proficiency in some particular subject of the University curriculum, but they come out directly after taking their degrees and are not specialists, *i.e.*, men who have devoted their time to a particular line of study. Some of them become specialists in India, but the only officers who have ever been sent out from England with a real right to be called specialists are the three German scholars* who had studied Sanskrit for a considerable time after leaving the University. Specialists or Professors in the proper sense of the term, *i.e.*, men who devote their lives to a single branch of study, may be employed if the present College system gives place to the Scottish or German system; but specialists alone could never work a College except at enormous cost and unless they ceased in part to be specialists. The number of subjects required by the University steadily increases, and specialists would count it a loss to give time to any but their particular subject, while in a College system there are always duties to be performed which do not obviously belong to any particular person and must be performed by volunteers. Moreover, in Indian Colleges there is the difficulty which arises from frequent absence because of sickness or furlough, and it would be practically impossible for the Department to work a College with nothing but specialists on the staff. These difficulties would not exist in the same degree if the University took the place of Government. The University would not be tied down by rules and codes as Government necessarily is; but it would be an expensive thing to make a sudden change, as vested interests would have to be guarded or compensation given. And, lastly, the University could not undertake fresh duties without a new charter, so that legislation would be necessary.

* Haug, Buhler, and Kielhorn.

2. *Short engagements and no pensions.*—Specialists could doubtless be procured for short engagements, say, for a term of years with renewal of engagement by mutual consent. But without the attraction of life service and a pension, higher salaries would be necessary, for example, a thousand rupees from the first instead of an initial salary of Rs. 500 as at present. I doubt, however, if

Government would be hard-hearted enough to work such a system, and to turn off its servants without a bonus or pension. The University or a private society could do things which Government could not do.

3. With regard to the orders of the Government of India, Dr. Peterson has ignored the real point of the Resolution which he quotes. The Government of India stated that *officers who are candidates for the post of Director of Public Instruction* should undergo training both in the Professorial and Inspectorial branches of the service, and the Resolution goes on to declare that "failing a qualified officer in the local service, the Educational officers of other Local Governments and Administrations should be deemed available for the selection of an officer as Director before recourse is had to officers who do not belong to the Educational Department." If the orders of the Government of India do not remain unnoticed, but are honestly carried out by the subordinate authorities, every officer on the graded list would gain. The Inspectors who have administrative ability would be promoted to other Presidencies or Provinces, and the Professors who do not want to become Inspectors and Directors would profit by the removal of formidable competitors and by the vacancies thus created. The Government of Bombay has already offered our Inspectors to the Supreme Government, and expressed a strong opinion of their ability to give satisfaction in the highest educational posts that can be found for them. But our officers will do more than give satisfaction, as they are quite capable of putting new life into the North-West, the Panjab and other Provinces which are dropping behind in educational matters. Under the orders of the Government of India, the Directors in those backward Provinces should, in future, be specialists—men who have given their lives to school administration, instead of military men or civilians, who, if they are picked men, cannot be spared to us for long, but are promoted to other Departments just when they are beginning to understand their educational work, while if they are not picked men, they are better employed in some of the larger Government Departments.

Government of India's Resolution, Home Department, No. 16—309—310 of the 4th September 1886.

If the orders of the Government of India are acted on, and our Inspectors are promoted to be Directors in other Presidencies and Provinces, there will be no difficulty in selecting Native officers to fill some of the places thus vacated.

4. *Dr. Peterson's case.*—Dr. Peterson states his case as under:—"In my own case, at the direct invitation of the then Director of Public Instruction, I entered the 4th grade of the Bombay Educational Department. I was assured that the service was a close one, that promotion to the 3rd grade was a matter of course on a vacancy occurring, and that with all other officers in the 3rd and 4th grades, and with none outside these grades, I would be eligible for promotion to the higher appointments. The inducements held out to me then were present employment and a prospect of selection, on my services being approved of, to be one of the five officers in the Bombay Educational Department to whom pay is granted in the second and first grades. I have done fifteen years' service, and I submit that it is not fairly open to the Government of India to tell me, as they do in this Resolution, that it is a further condition of promotion that I shall succeed in getting myself transferred to the Inspectorate, and that my services and worth as an Inspector must be pitted against those of other officials in that line. I have no desire to be an Inspector, and I submit that the effect of this Resolution is to destroy the whole of what I may call the ultimate inducements held out to me on entering the Service. But the resolution only clinches a policy which has been steadily pursued here for many years. Two of the five appointments in question have been already given to my juniors, not because my services have been disapproved of, but because it has been judged expedient to make them Inspectors. The process is likely to go on, and unless some change is made, my prospects of better pay and anything like adequate pension are as good as gone. I do not think that faith is being kept with me."

5. *Mr. Peile and Dr. Peterson.*—To this statement of Dr. Peterson, I take exception. According to my records* the then Director of Public Instruction (Mr. Peile) never assured Dr. Peterson that the service was a close one, or that officers outside the grades were not eligible for the higher appointments in the Service; and no prospect of selection to one of the five † places in the second and first grades was held out, as the second and first grades were not even mentioned. What Mr. Peile did say was that promotion from the grade of Junior to the grade of Senior Professor went by seniority on a vacancy occurring; and Dr. Peterson's suggestion that this promise has not been kept, and also his suggestion that outsiders have been appointed to the first and second grades, are not in accordance with facts. Again Dr. Peterson, as I have already explained, misunderstands the purport of the Government of India Resolution, which does not make any new condition as to promotion in the graded list, but improves the prospects of every officer in the graded list. On the alleged supersession by two juniors and on the prospects of a Professor who does not wish to become an Inspector, I shall offer some remarks later on, but I note that the pension ‡ rule Dr. Peterson refers to might also be used in an opposite sense, in favor of officers who are really drawing near the end of their service.

* I append a copy of the memorandum which was sent by Mr. Peile, for the information of Mr. Peterson.

† There were only four of these places at the time.

‡ It is to be observed that Mr. Peile in his memorandum was careful to mention the pensions given on service of Rs. 12,000 and under, and does not mention the higher rates of pension.

6. *The Secretary of State and Dr. Peterson.*—I must add that it is not material to know what Mr. Peile offered because he had no authority to appoint Dr. Peterson. The appointment was made by the Secretary of State in a letter * setting forth the conditions of service, and Dr. Peterson signified in writing his acceptance of those conditions. The only words of the Secretary of State's letter which relate to pay and prospects are as under:—

* Dated the 29th June 1872.

"Your salary, commencing at the rate of £600 per annum, is to begin from the date of your reporting your arrival at Bombay to the Government of that Presidency and will be raised in five years to £900 per annum by a yearly increase of £60. If your services be approved, you will thereafter be promoted to the senior grade on a vacancy occurring, and you will then receive a further increase of salary at the rate of £60 per annum for two years, and of £90 per annum for the two next succeeding years. * * * You will be eligible for promotion to the higher classes of the educational service as vacancies occur."

Again, in this letter of the Secretary of State there is no mention of the five appointments in the two highest grades, and not a word to imply that these five appointments were to be reserved for Professors only. Dr. Peterson is promised promotion to the senior grade on a vacancy occurring, and the pay is mentioned so that the senior grade is identified as the third grade. (This promotion he received in due course). He is also told that he is eligible for promotion to the higher classes of the service as vacancies occur, and I hope that some day Government may find it possible to select him for such a place.

7. *The Rules in force when Dr. Peterson joined the Department.*—Dr. Peterson's idea that Mr. Peile promised him a close service is the more impossible, as the rules for grade promotion, which were proposed † by Mr. Peile when the graded system first came in, were as under:—

† Under No. 2132 of the 24th September 1870.

"It seems to me that the best plan is to range all the Professors in one list, so that a Professor on arriving will have Rs. 500 per mensem, and will rise through grade IV by a yearly increase of Rs. 50 to Rs. 750. Promotion from the 4th to the 3rd grade should then take place when a vacancy occurs in the 3rd grade on joint considerations of seniority and merit, and the Professor will again rise after such promotion from Rs. 750 to Rs. 1,000 in four years.

"I now have to consider the Inspectors. There are included in the grades three Inspectors and an Assistant Inspector. * * * * Government are aware that a separate division (called the North-East Division) has already been formed and placed under the Assistant Inspector, who is already an Inspector in all but the name and salary.

"Four Inspectors may, I think, suffice to carry on the work of the Presidency (exclusive of Sind). One of these has been placed in the 1st grade and one in the 2nd. I am of opinion that the two remaining Inspectors should be put on the same footing as I propose for the Professors, and rise as they do, through grades IV and III, by seniority and merit.

"Some educational officers are desirous to separate the Inspectorships from the Tutorial service. I would neither separate them entirely nor entirely amalgamate them. Sometimes a young member of the Civil Service may be found admirably qualified for the Inspector's duty, who will be glad to serve for some years on a salary rising from Rs. 500 per mensem. Sometimes a Professor may be equally well qualified, and would hold the Inspectorship on the salary he draws according to his position in the grades. Where the total number of educational appointments is so small, it is most important that access from one branch of educational service to another should not be barred."

Thus Mr. Peile's proposals were (1) that the two senior Inspectors should be placed in the 1st and 2nd grades, and (2) that promotion from the 4th to the 3rd grade should be by seniority ‡ and merit; and no mention is made of promotion to the places in the two highest grades because in each case the pay was to be attached to the place, *i.e.*, the Principal of the Elphinstone College and the Central Division Inspector were always to be in the 1st grade, and the Principal of the Deccan College and the Inspector of Gujarat always in the 2nd grade.

‡ Seniority is the 4th grade is implied, and this principle has been followed by Government in every case of promotion to the 3rd grade.

Mr. Peile's proposals were accepted § by the Government of India in the following words of their Secretary:—

§ Home Department, No. 354 of the 16th September 1871.

"I am desired to observe that His Excellency the Governor-General in Council concurs with the views of the Director of Public Instruction as to the principle on which the superior salaries of the educational service should be graded. What is required is to establish two parallel and, as a rule, distinct educational careers—one for the Tutorial branch of the service, in which, of course, Professors would be included, and the other for Inspectors—each branch beginning and ending with appointments of equal value, so as to obviate the necessity of frequent interchanges from one line to another on promotion, without, however, absolutely prohibiting the transfer of any one who may have shown aptitude for the other branch. The Senior Inspector and the Senior Principal or Professor would thus stand in the same position for promotion to the Directorship if Government desired to select a Director from the Educational Service." These orders of September 1871 were the orders in force when Dr. Peterson joined the service.

8. *The case of Mr. S. Cooke.*—The next alteration in the graded list was the admission of Mr. S. Cooke, Professor of Chemistry at Poona, who had been sent out by the Secretary of State in 1868, on the

same terms as Dr. Peterson, but whom the Government of India had omitted from the grades. Correspondence about this had been going on since 1870, but it was not until April * 1873 or nearly four months after Dr. Peterson arrived in the country that the dispute was settled in favor of the Poona Professor. Dr. Peterson's complaint that this officer was placed above him in the graded list comes rather late, as at the time every officer of the department was glad when justice was done. I note, too, that Professor Hathorthwaite who comes between Mr. Cooke and Dr. Peterson has not joined Dr. Peterson in his complaint. Moreover the resolution which gave Mr. Cooke his place in the grades, also changed one of the 3rd grade places into a 2nd-grade place, and thus improved the prospects of every one in the two lower grades including Dr. Peterson himself. And, as a further instance of the liberality of Government, I may mention that, whereas Dr. Peterson according to the terms of the Secretary of State's letter was to take five years in reaching the maximum pay of the 4th grade, he was allowed to act in the 3rd-grade from September 1875 to March 1876, and again from January 1877 until he was confirmed in the senior grade in July 1879. Lastly, Government has been pleased to exempt Dr. Peterson from the clause in his agreement with the Secretary of State by which he is bound to give his whole time to his duties as Professor, and has allowed him to hold the additional appointment of University Registrar from May to September 1874 and from June 1877 up to the present time. This appointment is worth Rs. 360 per mensem, and this added to Rs. 1,000, which is the salary Dr. Peterson draws as a Senior Professor, comes to Rs. 1,360 per mensem, which is more than the salary drawn by any other graded officer except Mr. Wordsworth (26 years' service) and Dr. T. Cooke (22 years' service), both of whom are in the 1st grade.

* Government of India Resolution, Financial Department No. 67 of 30th April 1873.

In leaving Mr. S. Cooke's case I may remark that Dr. Peterson is not correct in saying that he stands in the way of the prospect of promotion that is left. According to the rules Mr. Cooke and Dr. Peterson are both eligible, and Mr. Cooke, if he had been placed below Mr. Peterson in the grades, would have had precisely the same chance as now of being selected by Government in case of a vacancy in one of the two highest grades.

9. *Addition to the Rules in* 1873 *and* 1874.—The rules of 1871, under which Dr. Peterson joined, were improved by Government of India Resolution, Home Department, No. 132 of the 28th of March 1873, which allows the Local Government "to allot the places in the different classes according to its own discretion among the Professors, Principals, and Inspectors who are holders of appointments which have been admitted to the classified list under sanction of the Government of India; on the distinct understanding that no new post shall be admitted into the classified list without the sanction of the Government of India, and that the aggregate number of appointments in that list shall be made up of the number of Inspectors, Principals, and Professors, respectively, which have been sanctioned by the Government of India. It will also be a condition that, without the special sanction of the Government of India or the Secretary of State, no person shall be admitted to the graded list, whatever appointment he may hold, who has not entered it in the lowest class." A further order, and the last which has been issued, is contained in the following extract of a letter † from the Secretary to Government to my address:—

† Educational Department, No. 1162, of the 13th Nov. 1874.

"In considering what officer should be promoted to the vacancy in the 3rd grade of the educational graded list, caused by the retirement of Professor Candy, His Excellency the Governor in Council has thought it desirable to state to you, for the information of the officers concerned, the principles on which, until further notice, he has decided to regulate this kind of promotion:—

(1) "The Members of the two 1st grades will, as a rule, be selected from the lower grades; but the Government reserves to itself full power, in case of necessity, to look elsewhere for suitable officers.

(2) "Members of the 4th grade will be promoted to the 3rd grade by seniority, whether performing the duty of Inspector or Professor, except in cases of special disqualification."

10. *The list of appointments when Dr. Peterson joined and the list at present date.*—The orders which I have quoted have never been infringed in any way, and Dr. Peterson is wrong in saying that the tendency of Government has been against the Professors and in favor of the Inspectors. When Dr. Peterson joined in 1873, there was one Inspector in each of the four grades, while, at the present moment, we have two Inspectors in the 2nd and two in the 4th grade. The Inspectors are therefore the losers by two grades or Rs. 500 per mensem, and the Professors‡ have benefited by an equal sum. In 1873 and up to the date of the Government order of November 1874, only two of the Inspectors could be in the 4th or lowest grade, the other two always having one appointment in the 2nd and one in the 1st grade. But under the order of 1874 it is possible for all the Inspectors to be in the 4th or lowest grade.

‡ Including the three Principals who are also Professors.

11. *Mr. Kirkham's case.*—Dr. Peterson calls Mr. Kirkham his junior, but he should have explained that he meant his junior on the graded list. Mr. Kirkham came out in January 1862, or eleven years before Mr. Peterson. Mr. Kirkham came out on an agreement with the Secretary of State according to which he is eligible for any educational appointment; and when Dr. Peterson came out on an initial salary of Rs. 500, Mr. Kirkham was drawing Rs. 700 in pay and Rs. 100 as house-rent. In November 1873, or ten months after Dr. Peterson joined, Mr. Kirkham was transferred to a Professorship on the graded list. He came below Dr. Peterson in the 4th grade and received his permanent promotion to the 3rd grade in December 1881, or two-and-a-half years after Dr. Peterson obtained his permanent

promotion to the 3rd grade. Dr. Peterson's complaint is that Government selected Mr. Kirkham for promotion to the 2nd grade in preference to himself. The rules have always left Government free to select for the 2nd grade, and I cannot enter into particulars as to the merits of the various officers who were eligible. I may, however, state that Dr. Peterson was not the senior officer even in graded service among the candidates who were eligible for the appointment in question, and that Government was perfectly free to appoint any one, Professor or Inspector, who was in the 3rd or 4th grade, and could even, if necessary, have gone outside the grades altogether.

12. *The case of Mr. Giles.*—Mr. Giles, who is mentioned by Dr. Peterson, came out in May 1873, four or five months after Dr. Peterson. He was promoted permanently to the 3rd grade in September 1880, or a little more than a year after Dr. Peterson had been permanently promoted. He has since been selected by Government for a place in the 2nd grade, and the remark I make on Mr. Kirkham's case applies here also.

13. *The case of Mr. Patwardhan.*—Mr. Patwardhan is the third officer mentioned. Mr. Patwardhan entered the service in January 1867, and after acting as Inspector in the grades for nearly four years was confirmed * in the 4th grade in April 1885. Last year Mr. Kirkham took privilege leave, and Mr. Patwardhan was selected by Government to act for him in the 2nd grade. This appointment is complained of, but is covered by the same rule † as the cases of Mr. Kirkham and Mr. Giles.

* As a Native officer Mr. Patwardhan only gets two-thirds of the pay of the grade.

† The three appointments complained of were all made while Mr. Pelly himself was Member of Council and in charge of the Educational Department.

14. *Conclusion.*—Dr. Peterson concludes his evidence by saying that the only Professors of Elphinstone College who have secured promotion since he joined the college have been two officers—Mr. Giles and Mr. Kirkham—who have been transferred to inspectorial posts. He forgets that Mr. Hathornthwaite and himself have both been promoted to the 3rd grade, and that since he came out one Principal and Professor of the College has been appointed Director, while another Acting Professor and Principal of the College has been promoted to the 2nd grade in the Poona College, and a third Acting Professor and Principal of the College has been appointed to the 1st grade. He also complained that Specialists were taken off to other work, and instanced a Professor of Logic, who was allowed to accept an acting appointment at the Rajkumar College. He might have remembered that the officer in question wanted a change of climate, and that the Government whom he accuses of breach of faith towards its educational officers has always been most indulgent and done every thing that was possible to help them. Mr. Peterson himself was glad on one occasion to act in Poona as Professor of a subject that was not Sanskrit, in order that he might benefit by a change of climate and have some relief by a change of work. I have already mentioned that he has been allowed to hold a second appointment in addition to his college place, and I could give a long list of instances in which he has been treated by Government with special kindness. Not the least of these instances would be the anxiety of Government to leave him time for study as shown (1) by the appointment to the Elphinstone College of a learned Assistant Professor ‡ of Sanskrit from January 1873 to January 1882, and (2) by the exemption of Dr. Peterson from the examination which, according to his agreement with the Secretary of State, he was bound to pass in the vernacular.

‡ This appointment for years cost Rs. 500 per mensem, and an assistant has never been granted to any other Bombay Professor.

P.S.—I append a copy of the graded list as it now stands.

MEMORANDUM for the information of Mr. Peterson.

Salary.—The Arts Professorships at Bombay are divided into two grades—senior and junior. The salary of the junior grade is £600 rising to £900 in five years' and that of the senior grade is £900 rising to £1,200 in four years. Junior Professors pass to the senior grade according to seniority on a vacancy occurring.

Term of Service.—If a Professor have attained the age of 25 before entering the service, he is eligible for pension.

On production of Medical certificate:—

After 12 years' service of one-third of the average salary of the previous five years, but not to exceed £200 per annum.

After 22 years' service one-half of the average salary of the previous five years, but not to exceed £400 per annum.

After 27 years' service same as after 22 years' service, but *without* medical certificate.

Furlough.—Furlough is allowed to Professors under the same rules as to the Uncovenanted Government service generally.

(True Copy.)

(Signed) K. M. CHATFIELD,
Director of Public Instruction.

Bombay.
Education.
Sec. II.

List of Graded Officers—July 1887.

Name.	Appointment.	Date of entering Government Service.	Date of appointment to the graded list.	Present salary.		
				Rs.	A.	P.
First Grade (2) *Rs.* 1,250 *to Rs.* 1,500.						
W. Wordsworth, M.A., (Oxon), C.I.E.	Principal, Elphinstone College, and Professor of History and Political Economy.	May 1861 ..	1st Mar. 1870 ..	1,500	0	0
T Cooke, M.A., M.I., LL.D., (Dublin).	Principal and Professor of Engineering, College of Science, Poona.	7th June 1844 ..	1st ,, ,, ..	1,500	0	0
Second Grade (3) *Rs.* 1,000 *to Rs.* 1,250.						
H. G. Ogenham, M.A., (Oxon) ..	Principal and Professor of English Literature, Deccan College.	9th Sept. 1863 ..	1st ,, ,, ..	1,250	0	0
Edward Giles, M.A., (Oxon) ..	Educational Inspector, Northern Division.	14th May 1873 ..	14th May 1873 ..	1,250	0	0
				T. A. 100	0	0
				T. 11	1	9
				1,361	1	9
T B. Kirkham, (Barrister-at-Law).	Educational Inspector, Central Division.	1st Jan. 1862 ..	10th Nov. ,, ..	1,250	0	0
				T. A. 100	0	0
				T, 11	1	9
				1,361	1	9
Third Grade (5) *Rs.* 750 *to Rs.* 1,000.						
Samuel Cooke, M.A., F.I.C., F.C.S., A.M.I.C.E., (Dublin).	Professor of Chemistry and Geology, College of Science, Poona.	27th Dec. 1868 ..	1st Mar. ,, ..	1,000	0	0
J. T. Hathornthwaite, M.A., (Cantab).	Professor of Mathematics, Elphinstone College	4th Oct. 1872 ..	4th Oct. 1872 ..	1,000	0	0
Peter Peterson, B.A., (Oxon), M.A., (Edinburgh).	Professor of Oriental Languages, Elphinstone College.	2nd Jan. 1873 ..	2nd Jan. 1873 ..	1,000	0	0
James Scorgie, F.C.S.	Professor of Mechanism and Applied Sciences, College of Science, Poona.	12th Nov. 1866 ..	6th Feb. 1875 ..	1,000	0	0
F. G. Selby, B.A., (Oxon) ..	Professor of Logic and Moral Philosophy, Deccan College.	7th Feb. 1877 ..	7th Feb. 1877 ..	1,000	0	0
Fourth Grade (7) *Rs.* 500 *to Rs.* 750 ..						
Michael MacMillan, B.A., (Oxon).	Professor of Logic and Moral Philosophy, Elphinstone College.	12th June 1873 ..	12th June 1878 ..	750	0	0
G. W. Forrest, B.A., (Cantab) ..	Professor of Mathematics in the Deccan College.	19th Dec. 1873 ..	12th July 1879 ..	750	0	0
H. P Jacob	Educational Inspector, Sind ..	20th Nov. 1866 ..	15th Sept. 1880 ..	750	0	0
				T. A. 100	0	0
				T. 11	1	9
				861	1	9
Ramkrishna Gopal Bhandarkar, M.A., (Bombay), PH.D.	Professor of Oriental Languages, Deccan College.	15th Aug. 1864 ..	3rd Jan. 1882 ..	750	0	0
A. Barrett, B.A., (Lampeter) ..	Professor of English Literature, Elphinstone College.	4th Aug. 1865 ..	15th Mar. 1883 ..	750	0	0
Sitaram Vishwanath Patwardhan, B.A., (Bombay).	Educational Inspector, Southern Division.	14th Jan. 1867 ..	8th Apr. 1885 ..	500	0	0
				T. A. 100	0	0
				T. 11	1	9
				611	1	9
Vacant	Professor of English and History, Elphinstone College.	....	....	....		

BOMBAY.

Education.

Section III.

Sittings at Bombay.

Witness No. I.—*18th July* 1887.

Examination of P. Peterson, Esq., M.A. and Sc.D., Edinburgh, and B.A. of Oxford, Professor of Sanskrit at the Elphinstone College, and Registrar, Bombay University.

The *President*.

When did you enter the Educational Department?—In 1873 in the appointment which I now hold and have continuously held since, except for a short period in 1875, when, on account of my health, I accepted a transfer to the Deccan College, where I acted for some months as Professor of Logic and Moral Philosophy (*vernâ*).

The two points on which I desire to offer evidence are—(1) the necessity of appointing specialists to the Educational Department, and (2) the very unsatisfactory character of the conditions under which specialists are at present so appointed. I shall probably put both points most clearly if I confine myself to the case with which I am best acquainted—the appointment of a European Sanskritist to a Bombay College, and the position accorded to such an officer in the Bombay Educational Department. There are subjects other than Sanskrit in which the necessity of resorting to Europe for specialists is, perhaps, more apparent, and is indeed generally recognised as essential to the very idea of English education in India. But in Sanskrit, too, the necessity exists, and for grounds that are not far to seek, though they are sometimes misapprehended. It is not a question of the respective attainments in Sanskrit of the European or Native Professor. I do not believe that the Bombay Government at the dates of the appointments of Drs. Haug, Bühler and Kielhorn would have had the slightest difficulty in procuring the services of Native scholars better versed in the language than these gentlemen then were. On the other hand, I am persuaded that no one who knows the facts would refuse to admit that the flourishing state of Sanskrit studies in Bombay is largely due to the activity of those scholars and to the enlightened policy of the Government, who recognised that if Sanskrit is to be studied here with the same scientific precision and fruitful results as other branches of European learning, it stands in need of living contact with European thought in the same way, not perhaps to the same extent, as any other subject. That necessity still exists. I do not wish to run the risk of being charged with putting forward extravagant claims on behalf of European Orientalists. I will call attention to a minor feature of the case which is free from that danger. It is, I conceive, absolutely impossible for any one to keep himself abreast of the progress of European research in Sanskrit and the cognate subjects who does not know the continental languages. Such knowledge is extremely rare among Native scholars, and until we have some provision for the endowment of learning, it is likely to continue to be so. I give this as an example only of the advantages a European Professor has from the nature of the case over his Native colleague. My own colleague is so deservedly respected here and in Europe that I am not afraid of being supposed to be blind to the fact that the Native Professor in his turn has many advantages over his European colleague. I believe that both elements are essential; but it would be unreasonable to expect that private Colleges or Local Boards will go to the expense of importing European scholars, even if they recognise the necessity. I believe that it is now settled that the Deccan College is to continue a Government Institution, and that being so, I am humbly of opinion that in ordinary cases one of the Government chairs of Sanskrit should be held by a European, and one by a Native, scholar.

But the conditions under which specialists are invited to enter the Indian Educational Departments urgently demand revision, as is indeed fully admitted in the Government of India Resolution, 11th September 1886. I wish to draw the very pointed attention of the Commission to the fact that this Resolution not only recognises the injustice of the present arrangements, but intensifies that injustice and drives it home. In my own case, at the direct invitation of the then Director of Public Instruction, I entered the 4th grade of the Bombay Educational Department. I was assured that the service was a close one, that promotion to the 3rd grade was a matter of course on a vacancy occurring, and that, with all other officers in the 3rd and 4th grades, I would be eligible for promotion to the higher appointments. The inducements held out to me then were present employment and a prospect of selection on my services being approved of, to be one of the five officers in the Bombay Educational Department to whom pay is granted in the 2nd and 1st grades. I have done fifteen years' service, and I submit that it is not fairly open to the Government of India to tell me, as they do in this Resolution, that it is a further condition of promotion that I shall succeed in getting myself transferred to the Inspectorate, and that my services and worth as an Inspector must be pitted against those of other officers in that line. I have no desire to be an Inspector, and I submit that the effect of this Resolution is to destroy the whole of what I may call the ultimate inducements held out to me on entering the service. But the Resolution only clinches

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a policy which has been steadily pursued here for many years. Two of the five appointments in question have been already given to my juniors, not because my services have been disapproved of, but because it has been judged expedient to make them Inspectors. The process is likely to go on, and unless some change is made, my prospects of better pay and anything like adequate pension are as good as gone. I do not think that faith is being kept with me.

I hope I have not overstated the evil; as to the remedy I have not much to say. In the words of the Resolution, the position should be clearly explained to specialists whom it is proposed to employ in future. Further, you should not appoint specialists, and straightway hold out every material inducement to them to quit their special line. Such a policy seems to me to be tantamount to an admission that there exists no necessity for the appointment of specialists at all; nor should the State provision for the adequate teaching of such subjects as European Logic and Philosophy be rendered nugatory by the transfer of the officer specially selected to work which can be done quite as well by others. The Government of India appear to contemplate the appointment of specialists on fixed salaries and for limited periods, and on that I have only to say that the salaries will have to be adequate; and that I do not see why it should necessarily be part of such an arrangement that the gentlemen so appointed should be denied all leave privileges and should not earn proportionate pension.

The *President*.

With regard to other Departments of special knowledge, do you consider that the observations you have made with regard to the Sanskrit Professor apply equally to them; for instance, do you think it is still necessary to import special talent for the higher instruction in Natural Science?—I am anxious not to wander out of the field I am personally acquainted with, but I can say that my colleague, the Professor of Moral Philosophy, entirely coincides with the views I have put before you.

What do you think of the proposal to appoint Professors on short terms, say, for five years, the object being to secure, from time to time, the very best men possible? — With regard to Natural Science, I do not think I ought to say anything. You must remember that you will never induce any man who has a Sanskrit chair at home to come out here for five years, nor would he be permitted to do so. You cannot therefore hope to get any but young men fresh from College, and even such a man would not, if he could help himself, come out on the understanding that he will be turned adrift at the end of five years. But if you make it distinctly understood that you re-engage the man if his services are approved of, you get rid of this objection where the man is sufficiently conscious of his own strength not to be afraid of dismissal at the end of five years. I believe the right course would be that we should have a teaching University here, and that all the inducements you hold out to a man to teach Sanskrit here should be rigidly confined to him as a Sanskrit teacher. Short of such a revolution in the Department, which I should like very much to see, there is a simpler remedy, which is to do away with the notion that the pay follows the appointments. In the Resolution I have referred to, the Government of India talk of passing us regularly through the grades of Professor, Principal, and Inspector. That is the first official document in which I have seen it suggested that an Inspector is a higher officer than a Professor. It is not so at home, nor do I think it would be admitted in Germany that an Inspector of Schools occupies a more honorable and important position than a Professor in a University. What I complain of is that specialists are treated simply as so many members of a service in exactly the same position, and are even liable to be shifted about as Civilians are. At one period of my service I was almost forced to become Professor of English Literature, and I had the greatest difficulty in bringing it home to the mind of the authorities that such a transfer would be tantamount to the close of my career as a Sanskrit scholar. As the pay of both appointments was the same, it was for some time considered that my objections were most unreasonable.

Do you think it still necessary to import Scientists from England to teach other subjects? Are you able to say whether amongst your pupils you have any one capable of imparting the highest instruction in Physical Science, for instance?—I think the general considerations which apply to the other case apply here also, and that it is an essential part of the idea of English education in India that by the appointment from time to time of English Professors, the pupils are brought in contact with English thought, not only by books and lectures, but by the presence of educated Englishmen in the Colleges. An English scholar not only brings with him a certain amount of information that a Native scholar may have in an equal or a greater degree; but he is, supposing he is well chosen, a man imbued with the spirit of European thought. It seems to me to be part of the conception of the establishment of State education by the English Government in India that such teachers should be supplied to the Indian Colleges.

Are Native graduates able to teach up to the M A. standard?—Certainly. It would be insulting Dr. Bhandarkar for me to assure you that he could do so, and there are many men like him in Sanskrit, and no doubt in other subjects, though I do not think that Natural Science has yet been studied here in anything like a thorough-going manner. As Registrar of the University, I have some practical acquaintance with the whole curriculum.

As regards English Literature?—The considerations already urged apply to even a greater extent

You have had no experience of Inspection work?—None at all.

Can you tell us whether education is extending at all rapidly in the direction of the classes that were backward in this respect?—There is an entire absence of the Mahomedan element in our higher Schools and Colleges. I am not aware at present if there is any Mahomedan student in the Elphinstone College, and if there is any such, he is an exception.

Mr *Nulkar*.

Have we arrived at a point in which it is no longer necessary to rely upon European assistance for teaching the higher branches of Science to

Native students in Government Colleges?—I think we have not yet come to that point. We are gradually nearing it, no doubt; we are much nearer to it than we were twenty years ago. It is our aim.

As regards the actual work of the European Professors of Sanskrit soon after their arrival here, the system of study here being quite different to what they have been accustomed to, can you say whether a European Professor of Sanskrit is able to take up a higher class in the College immediately, or does he require some further study to enable him to be of any use?—Speaking for myself I have no hesitation in saying that when I first came out, I had a very great deal to learn. I may, however, say that almost the first work I did was to read the Rig Veda with an M.A. class.

The inconvenience would be obviated if we could find Native Professors equally learned?—Yes. It is certainly a disadvantage that the European scholar is not at once able to impart his knowledge to Native students.

Is it not a fact that in this Presidency, Inspectors as well as Professors are graded generally and promoted without reference to their belonging either to the College or the Inspecting staff?—When I accepted my appointment, in the document in which the appointment was offered me, it was clearly laid down that the 3rd and 4th grade Professors were a separate service, and that the man at the top of the 4th grade would on the first vacancy proceed to the 3rd grade. Some time after I joined my appointment that system was changed, and the Professors and Inspectors were lumped together in the 4th grade. With regard to the higher grades, the Professors are at a serious disadvantage on account of the great numbers of Professors as compared with Inspectors. There are four Inspectors, and the ordinary prospect of promotion for them, as far as I can see, is that two of them are almost certain to be in two of the five higher appointments and the other two certain of the first vacancies in the 2nd and 1st grades; whereas the number of Professors being something like eleven or twelve, a system which says that the promotion shall be given to Inspectors and Professors in alternative order is of immense advantage to the Inspectors. I have myself lost four steps. There are only five higher appointments to which I can look; two of them have already been given to my juniors, and one has been given to a man who was not in the graded service when I joined. The case is exactly as if an officer in the Educational Department was pitchforked into the Civil Service, and there given promotion over the heads of other members of that service on account of his long service in the Educational Department.

Can you say whether Natives or Europeans make the better Inspectors?—I think it stands to reason that the Native element is capable of being very largely used in the Inspecting Department.

The Hon. Khan Bahadur *Khan Shahbudin.*

If you import specialists from Europe, would you have the same pay for all Professors?—If you decide to have a European Professor of Natural Science, for instance, you must obviously offer the salary which will secure him.

So that the salary would have to be fixed with reference to the individual?—You would have to consider what salary was likely to tempt a man as good as you wished. I do not think you could go on the principle that what a Native scholar would accept is sufficient to offer to a European scholar.

There is a system here under which, on the occurrence of temporary vacancies, which are, of course, hard to fill, the titles of the chairs are retained, out of deference to the Accountant-General, while the officers who are supposed to occupy them teach only their own subjects and are not expected to do anything else. I have known several instances of this. When Mr Selby was sent temporarily to the Rajkumar College, his chair at Poona (Logic and Moral Philosophy) was filled in this way. Mr. Wordsworth's chair here (History and Political Economy) has been filled in a similar manner. The difficulty of filling such vacancies is a very good reason for doing anything possible to prevent them occurring.

The *President.*

Your complaint is?—That injustice is done by admitting officers into the graded list below me, and thereafter, out of regard for services done outside the graded list, promoting them to the higher grades over my head. The matter is the more urgent, because there are only five appointments in the higher grades, two of which have already been given away in that way.

The *Director of Public Instruction.*

The officers you refer to were promoted on account of long service?—But the service was rendered outside the grade. I will give the instances without, of course, mentioning names. Mr. A., who served outside the grade, and who—and this is a most important point—was left outside of the graded list when it was introduced, was admitted to that list as my junior, and was thereafter promoted over my head on account, as I am given to understand, of long service rendered outside the grade. Mr. B., a Professor appointed as a specialist like myself, has been promoted over me because it was judged expedient to make him an Inspector. There is yet another instance. Mr. C. was left outside the list when it was introduced. He thought he ought not to have been, and after a struggle of several years, he succeeded in carrying his point. He was forthwith placed, not below me, but above me. All three cases were, as I consider it, in direct violation of the pledges made to me. Mr. A. and Mr B. hold grades on which, if my services were approved of, I had a preferential claim, and which are now lost to me, while Mr. C. stands in the way of the prospect of promotion which is left to me. I am not pressing a personal complaint The injustice I complain of is the direct result of the system, which is an utterly rotten one. Only last year, an officer in the fourth grade, with less than a year's service, was appointed to act as Inspector in the Central Division in the second grade, while I, who have done 15 years' service, was left in the third.

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The Director of Public Instruction.

How much service do you say he had?—I believe one year. It may have been two, but it does not much matter.

Had not that gentleman been twenty years in the service of the Educational Department?—But it was outside the grade.

Are you aware that some of these gentlemen who were not originally included in the grades when formed had at once pressed on Government their claims arising from long service? Government had to hold the balance between conflicting claims?—I do not for a moment deny that their claims may have been good. But these claims ought not to have been satisfied at my expense.

The President.

Have you anything further to add?—No.

Sittings at Poona.

Witness No. II.—*25th July* 1887.

V. N. Apte, Esq.

Examination of VAMAN SHIVRAM APTE, Esq., M.A., Principal, Fergusson College, Poona.

The President.

Where were you educated?—I was educated at the Deccan College. I took my degree in Languages in 1880. I adopted the profession of teaching, entered a private school, and became one of the Managers of the new English School at Poona. The Fergusson College is a private institution started in 1875. Both the School and the College are under the same foundation, under the Deccan Education Society. It is an aided College.

To what extent is it supported by fees and Government grant?—The fees last year amounted to Rs. 4,500 solely for the College, and the Government grant was Rs. 3,000.

You have a Principal and how many Professors?—Four. The Professors also work in the school. At present, we have 102 students in the College class, the majority of whom are Mahratha Brahmans and one or two are Gujeratis, and one or two Marathas, not Brahmans. We have no Parsis nor Mahomedans. We had a Mahomedan last year.

Has your College been sufficiently long in operation to be tested by the University examination?—We have only sent candidates in two years, 1885 and 1886. In the first year we passed 17 out of 50 for what is known as the Previous Examination, which is equivalent to the F.A. in other Universities. The College only teaches up to that standard. Last year we passed 25 out of 82.

How does that compare with the average for the Presidency?—In point of percentage, it stood in the first year only second to the Ahmedabad and the St. Xavier's Colleges, and it showed higher than the Deccan and Elphinstone Colleges.

But above the average for the Presidency?—The average of success was superior to that of the second and third grade Colleges in the Presidency. It must be borne in mind that the results of last year were unsatisfactory all round.

I believe you have been so good as to write a note on the subject?—Yes (*reads*):—

This statement represents the views of the ten life members of the Deccan Education Society, who have devoted themselves to the practical work of education.

The higher grades of the Educational Department afford room for appointing educated Natives, to places now generally held by Europeans, without sacrificing efficiency. The Head Masters of High Schools in this Presidency are, with one or two exceptions, Natives, and they have all worked to the entire satisfaction of Government—a result which is principally due to the policy followed by Mr. Chatfield of appointing, as an experimental measure, Natives to the posts of Head Master or Principal held before his time by Europeans. Now the question is, whether or not Natives may be more freely employed as Educational Inspectors. I should certainly answer the question in the affirmative. There are in our Presidency four Educational Inspectorships, all of which were a short time back held by Europeans—one for Sind and three for the three Divisions. It was only about two years ago that in the Southern Division a Native gentleman of considerable standing was appointed Educational Inspector in place of Mr. Russell retired, and how he has been discharging his duties may be seen from the Director's remarks in his Report for 1885-86 (*vide* pages 67, 97). The instances of Messrs. Mahajani and Jathar in the Berars may also be cited. The success of such appointments lead me to believe that the time has arrived when all the remaining Inspectorships may be filled up by competent Natives as vacancies occur by the retirement of the present incumbents. These appointments may be made from among the Deputy Inspectors, or the Headmasters of High Schools, or the Professors in Government Colleges, who, according to the scheme which I shall give hereafter, will be mostly Native gentlemen, so that the officers in charge of inspection may combine experience and learning. The four Educational Inspectors should be under the general guidance and control of an officer, who may be called "Inspector-General of Education," and who should be a European of high academical attainments—one who is conversant, not only with the theory of education, but has had, if possible, some experience of the practical working of Educational Institutions and of Educational Administration in England. To his duties of generally supervising the work of the Inspectors, giving them instruction and advice in the discharge of their duties, initiating improvements or reforms in the course of instruction, he should add those at present performed by the Director of Public Instruction, so that he would be both Inspector and Director. I think this can be managed without much difficulty if a considerable portion of the routine work, which has now to be done by the Director himself, be divided among the four Inspectors; while thus the practical work of the Department will be entrusted to Natives, the direction will for many years to come

be in the hands of a European Educationalist. I am convinced that such an arrangement would be very satisfactory, and if the Inspector-General were an able and zealous officer and his Assistants of approved capacity and fitness, I have no reason to fear that the cause of education would suffer in any way. This arrangement is proposed because Natives have, in my opinion, proved their capacity to do the work at present done by European Inspectors, and as years pass, men of ability and merits will be induced to continue in, and join, the Educational Department if they have chances of getting salaries at least as high as those drawn by their equals in other Departments.

I now turn to the second question, whether it would be desirable to obtain Professors to lecture on special subjects and those only, and, if so, whether they should as now be appointed to a Department or engaged on higher salaries for specified terms of years. I am of opinion that it would be quite desirable to get Professors to lecture on special subjects only, and to engage them for specified terms of years. It is not necessary to appoint them to a Department as is done at present. The Graded System has its advantages, but it has also its disadvantages, the chief being that length of service, and not necessarily ability, has to be taken into account in making promotions from grade to grade. A Professor begins service on Rs. 500, and in ten years becomes entitled to Rs. 1,000 by an annual increment of Rs. 50, irrespective of the way in which he may discharge his duties. On this account also, we see the spectacle, by no means uncommon at the present day, of English Head masters of our High Schools being promoted to the grades of Professors of English or Mathematics, and posted, for the convenience of the Department, as Professors of Logic and Moral Philosophy or History. It is, therefore, time that some change should be made in the existing mode of making appointments to the Educational Department. And the change should be in the direction indicated in the question. But I think that it would be more desirable, in the interests of economy as well as efficiency, to introduce the proposed change in another part of the Educational line, and I shall briefly show how I would do it. I propose that all the chairs in the Government Colleges of Arts and Engineering should be filled by competent Native Professors selected from such persons as may have won high academical distinctions in the various branches of study, or, in the case of Arts Colleges, from the Head masters of High Schools who may have kept up their study, or from the University Fellows to be appointed along with University Professors. The duties of these Professors should correspond to those of Tutors, Masters, Fellows or Lecturers in English Colleges, say, of the Oxford or Cambridge Universities. They should be entrusted with tutorial duty, *i.e.*, of instructing students in the various branches of their study; and the instruction given by them may be supplemented by the lectures of Professors attached to the University. It is an admitted fact that our Universities have hitherto confined themselves to holding examinations and conferring degrees. They are not Universities in the sense in which Oxford or Cambridge Universities may be said to be. As, however, education has made very great progress in this country since the principles of the celebrated despatch of 1854 were carried out, I believe the time has arrived when our Universities may be made "*real* Universities." And the first step would be the creation of University Professorships in all the important groups of studies. The duty of these Professors would be to deliver periodical lectures to be open to all students whether in Government or Private Colleges. The Colleges affiliated to Universities in this country are, unlike English Colleges, situated in different parts of the country, and it would not be possible for the students of mofussil Colleges in this Presidency to attend lectures delivered in Bombay. To remove this difficulty the University Professors should deliver lectures at two or three centres during the year, so that students might avail themselves of them without much inconvenience and loss of time. Now the question arises how these Professors should be appointed and how they should be paid. I am of opinion that they should be employed on the short service system; they should be engaged for specified terms of years, say, from 5 to 10 years, on adequate salaries. This arrangement would enable Government to get out competent men from Europe, who would not grudge to pass 5 or 10 years in India, when communication between the two countries has become so cheap and rapid, and who would still have it in their power to employ their years in active work after leaving India. As regards their salaries, I believe Rs. 800 to 1,000 per month will be sufficient to induce good men to accept the University Professorships. I shall take, then, Rs. 900 as the average monthly salary of a University Professor. Now, in the Arts and Engineering Departments the number of University Professors required to take the necessary care of all the groups of subjects included in the curricula of these Departments would not be more than twelve. If, according to the scheme proposed above, all the Professorial chairs in the Engineering and Arts Colleges be filled by Natives, there would be a considerable saving. A College Native Professor, who would, in the language of the Oxford or Cambridge Universities, be a *Tutor*, *Master*, or *Lecturer*, should begin with Rs. 200 or 300 per month, rising to Rs. 600. Taking the number of Professors necessary to man and efficiently conduct the two Arts and one Engineering College at 15, the monthly pay of 15 men at the average rate of 400 is Rs. 6,000 or 72,000 annually. The total monthly amount of the present salaries of Professors in the three Colleges may be roughly put down at Rs. 12,000 or 1,44,000 annually. If therefore the Colleges be entirely manned by Natives, we shall have an annual saving of at least Rs. 70,000. This saving would provide salaries for at least 6 or 7 Professors at the average rate of Rs. 900 each per month. To this contribution of Government, the University itself may be expected to add an equal amount. It is true that the fund at the disposal of the University is at present very small, but I venture to believe that if Government, in right earnest, make a beginning by creating 4 or 5 or as many Professorships as it can at present create without affecting the interests of the present incumbents, and if the experiment is found to be quite a success, as there is no doubt it must prove to be, the several moneyed men and Chiefs in the

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country may come forward with handsome donations to the University, and enable it to found Professorships supplemental to those founded by Government. Until Universities in this country can afford to be quite independent of Government aid and depend entirely on endowments, it should be the duty of Government to help them in achieving this most important object.

This, it will be seen, is a scheme which will take some years to be fully developed. It cannot be expected that Government or the University can find funds to create all the necessary Professorships in 5 or 6 years. But this is the ideal which must, in my opinion, be kept steadily in view. A beginning may be made now; Government should enumerate their policy, and as vacancies occur by the retirement of the present incumbents, Government should appoint Native gentlemen in their stead, and utilise the savings towards the foundation of Professorships. Till this scheme is fully carried out, Government should keep a model Arts College in Bombay, which may, if necessary, be entirely manned by European Specialists engaged for specified terms of years. Some of the present Fellowships attached to Colleges should be attached to the University. The total amount of rupees now spent on Dakshina Fellowships is about Rs. 10,000. Half of this sum, if appropriated to the above purpose, would be sufficient to create five Fellowships, Rs. 100 being the average stipend of each Fellow. These Fellowships should be open to all Colleges and should be given to those students who stand highest in the degree examinations of the several Faculties. They should study for the higher examinations (Honors, where possible) and should be regarded as *attaches* to the University Professors. Appointments to Professorships in Colleges may be made from these Fellows also, as from Head Masters of High Schools.

I would also suggest here that if Native Professors show great competence in their subjects (for example, men like Dr. R. G. Bhandarkar or the late K. L. Chhatre), they may be appointed University Professors instead of ordering specialists for these subjects from Europe.

If the above proposal of a "real University," which has for its primary object the creation of more openings for competent educated Natives in the Educational Department, be not deemed worthy of consideration or adoption by Government, I would propose that the Elphinstone College should, as before stated, be maintained in a high state of efficiency by engaging specialists on high salaries. I do not think that it would be difficult to obtain competent men from England. I admit Government cannot get out the best men, for no prospect of pay would induce men like Professor Freeman, Professor Roscoe, or Professor Max Müller to come out to India. But Government could easily secure the next best men, if, as His Excellency Lord Reay told us some months back, no less than 130 men were applicants for the Principalship of a College in a Native State. When the Elphinstone College is maintained as a model institution, the Deccan College, which, I believe, will now remain as a Government College, may be entirely manned by Native Professors. The question about Mathematical and Sanskrit chairs has been decided. The late K. L. Chhatre proved most satisfactorily the capacity of Natives to teach mathematics. But it is very much to be regretted that his place was not given to a Native, though there was no lack of men competent to fill that chair with credit. The claims of Natives to occupy the chair of Sanskrit have also been satisfactorily established by Dr. Bhandarkar and it may, I believe, be taken as settled that Government will in future appoint none but Natives to these two chairs. It is sometimes said with regard to Sanskrit that a Native Professor is rather backward in Philological knowledge and that he cannot keep himself abreast with the thought of the day without a thorough knowledge of continental languages. But I believe the complaint is not very serious. Philological knowledge and acquaintance with French, German, Latin or Greek, may be a very useful and also important part of the duties of a Sanskrit Professor; but it is only a *part*, and if a Native were required to make acquaintance with a continental language, say, German and Latin and Greek, sufficient for Philological purposes, in addition to his critical and scholarly knowledge of Sanskrit, he would make a very good Professor of Sanskrit. As regards English, Science, Logic and History, no fair trial has yet been made. If Masters of Arts, like the late Mr. M. V. Gokhale, who was appointed Acting Professor of Logic and to whom Principal Wordsworth refers in highly complimentary terms in his last annual report, were put in charge of History, Logic and Moral Philosophy, English, or some branches of Science, I have every reason to believe that they would acquit themselves creditably of the duties entrusted to them. I admit there are difficulties in the way of Natives mastering these subjects, especially English, but they are not, in my opinion, quite insuperable if Natives *devote* themselves to those subjects. The fact is that at present the Educational Department affords very few or hardly any inducements for Graduates to devote themselves exclusively and permanently to the study of subjects taught by European Professors in Colleges. A Graduate generally seeks after the M.A. examination as a sort of personal distinction, and now and then a Headmaster or a First Assistant takes to Science or History as amateur studies. I am of opinion that if Government were to announce its intention of conferring all the posts in the Deccan College as well as in the College of Science on first-class Native Graduates, there would be at least two men every year quite fit to satisfy the conditions of Government. I therefore propose that Government should try the experiment of appointing competent Natives to the chairs of History and Political Economy, English, Logic and Moral Philosophy in the Deccan College, as also to the chairs of Chemistry, Botany, and Mechanism and other subjects in the College of Science according as they become available. I would also propose that in the Medical College Native Doctors of Medicine, such as Dr. Kunte, Dr. Deshmukh, and others should be more freely employed, the most difficult and important subjects only being left to European Professors. I advocate this step because Natives have by this time shown their fitness even in this Department. For the same reason I would propose that, where possible, Government Law Professorships should be always conferred upon Native Lawyers. Although I

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cannot say that we have quite reached the time when the process of conveying European education could be entirely entrusted to Native Professors, yet I believe that we are not far from the point, and I feel quite sure that if Government declared its policy of giving the posts in its gift to Natives when they have, by their capacity and fitness, established their claims to them, the day would not be far distant when the higher education of the people might fall entirely into the hands of the *alumni* of our Universities and be thus indigenous to the soil. The demand for higher education is growing year after year and Government cannot go on obtaining Professors from England for all time to come. And it should, therefore, be its duty to initiate the Natives into the work of Professors with a view to ultimately leave the entire field of higher education in the hands of the people of this country.

Is this a popular Department? Do Native gentlemen select it in preference to other Departments?—They do at present, those especially who do not see higher prospects in other Departments.

Do you find that young men who have commenced life as teachers in this Department leave it for the Law and other Departments?—I cannot say that the number who do so is very large. I have known of some instances of this kind.

Can you say what the cause of it is?—Evidently that the inducements and prospects are higher elsewhere.

What is the salary of the Headmaster of a High School?—It ranges from Rs. 200 to Rs. 700 in one school, from Rs. 200 to Rs. 500 in another. There are eighteen High Schools in this Presidency.

Those salaries appear to be fairly liberal?—The majority do not rise above Rs. 300. It may be ten years before he becomes a Headmaster; in some cases even longer.

On what pay do Natives generally enter the Education Department?—Rs. 50.

How long would they be before they would get an increase?—It takes a very long time for a Graduate who begins on Rs. 50 to rise to Rs. 200.

Do you consider, looking at the salaries throughout, that the inducements offered by the Department are sufficient to attract or retain the best Graduates?—No.

To get the best Graduates do you consider that the salaries should be considerably increased?—The best way to induce good Graduates to join would be to hold out to them prospects such as I have suggested, viz., Inspectorships.

In your judgment are the Native Graduates you could secure by that means competent to teach up to the B.A. Honors standard?—He would have to devote himself to the particular subject he was to teach for a considerable number of years. It would depend upon his application and energy.

Do you consider we could get a sufficient number of men competent to teach up to that standard?—Yes, if sufficient inducements were held out.

To teach English Literature?—That subject could, I think, be best dealt with by a European teacher. I propose that for one of the Colleges, the Elphinstone College for instance, a European Professor should be employed to teach in this subject, while in the other Colleges it might be left in the hands of competent Natives.

Do you think you could find a sufficient number of Natives competent to teach up to the M.A.?—In some subjects.

Is it desirable to have Englishmen as Principals of your Colleges?—As time proceeds it would not be necessary.

Are you able to say whether you could get a sufficient number of well educated Natives to hold the Principalships of our Colleges at present?—Not at present. We have two Government Colleges and four private Colleges, of which three are aided, and of which two teach up to the M.A. There are three Colleges in Native States of which only one, that at Bhowanuggur, teaches up to the full course.

Have you read the evidence taken by this Committee in Calcutta?—No.

You are not able to say whether or not the views of some Calcutta educationalists are in harmony with yours?—No.

You consider Natives might be appointed Inspectors. Have you any number of purely English schools in this Presidency?—About a dozen in Poona and Bombay.

Do you think they could be as efficiently inspected by Native Agency?—I do not see any real difficulty in the way of their being so.

At the present time a large number of schools are being made over to Municipalities and Local Fund Boards for management?—Primary schools are

Would it be desirable to retain European Agency for the inspection of Schools until that scheme has been thoroughly systematised and rendered efficient. It has been suggested to us that European agency would be more influential with Local Boards?—I do not think it would be necessary.

Have you any well educated Engineers who would be willing to undertake the work of education in Engineering Colleges?—I think some Assistant Engineers might be utilised for this purpose.

Do you not want a man for this purpose who would not only possess accurate knowledge but experience in imparting it. Are the educational facilities for acquiring knowledge of such subjects as Chemistry, Mathematics, Botany, in a high degree available at present?—There are a good many facilities in Bombay, though no doubt some elements are wanting.

Are there any good Botanists among the Natives at present?—I only know of one.

How far do the Native Engineers educated at the Poona College of Science compare with the men educated at Cooper's Hill?—I cannot say. In the years 1873, 1874, 1875, 1876, 1877, 1879, 1880, 1881, 1883, 1884, 1885, there have been Native students in the first class in the final examinations for Licentiates in Civil Engineering; in 1873 there were two, in 1874 there were three. The standard of the first class has been raised to 60 per cent. of the aggregate marks owing to which great difficulty has been experienced by Native students.

Bombay

[illegible]

[illegible] III.

V. [illegible] Apte, Esq.

Mr. *Nulkar.*

What is the object you have in view in recommending a short term of service for Professors?—To get out men, who have devoted themselves to one subject, to lecture only on that subject.

But what is your object in making the period of service short?—I am afraid they would not be induced to stay out longer; but the main point would be to get out men with greater knowledge, men who have kept touch with the progress of Science.

Do you think we could get first-class men to come out for Rs. 800 or Rs. 1,000 and serve for five years only?—If you could not get the best men you might get the second best. Dr. Walmsley, the Principal of the Sind College, is a specialist. He came out on Rs. 800 up to Rs. 1,000. He was Senior Demonstrator in the Finsbury College. He now gives technical instruction in Science.

Mr. *Fernandez.*

Have there been cases within the last ten years of men leaving this Department for other departments and professions?—Yes. I could name many such instances. They, as a rule, go into the Judicial Department where the scale of salaries is higher.

The *President.*

Have you anything further to add?—No.

Witness No. III.—25*th July* 1887.

V. A. Modak, Esq.

Examination of VAMAN ABAJI MODAK, Esq., B.A., Principal, Elphinstone High School.

The *President.*

When did you enter the Department?—In 1864 as First Assistant in the High School on Rs. 150 and after four years in that institution was transferred to Sind as Headmaster of the Hyderabad High School on Rs. 300. I was afterwards transferred to the Ratnagiri High School and from thence temporarily Vice-Principal of the Elphinstone High School.

Have you done any inspection work?—No, except what fell to me as Superintendent of the large schools. For instance, there are 31 classes and 37 teachers in the High School, and I am doing something like Inspectorate work in superintending a large body of teachers. There are more than 1,000 boys in the High School of all castes and creeds being educated up to the Matriculation Standard. The number of Mahomedans who come to us is small; it is about 40 now of all sects of Mahomedans. We have also a good many Marathas who are not Brahmans. We have had very few European and Eurasian boys and recently not any. We only had one Native Christian. There are European and Missionary Schools in our immediate neighbourhood. The fees paid at my school are Rs. 3 in the lower standards and Rs. 4 in the highest standard; about four-fifths of the expenditure is made up by fees.

Have you considered the present position of the Educational Department with a view to the solution of the question now under consideration?—Yes.

Do you think that the inspection of schools might be very largely made over to Native agency?—I think so. As the inspection work in the first instance is done by the Deputy Inspectors in all the districts and they have had long experience of the practical work of inspection they are the best qualified to take up inspection work.

Is it desirable to retain European inspecting agency at all?—Perhaps one European Inspector might be retained for European Schools in the Presidency, but I have never heard objection seriously raised against Native Inspectors visiting European Schools.

Is European inspecting agency at all called for to secure by its influence the efficient management of primary institutions under Local Boards?—I think Inspectors come very little in contact practically with primary institutions. It is the Deputy Inspectors who have immediate dealings with primary education.

Do you think that we have a sufficient supply of Native Graduates capable of teaching up to the B.A. Honor standard?—Not in all subjects.

In what subjects then?—In Oriental Languages and in Mathematics; if we can get men on the spot we ought to avail ourselves of them.

Do you think we can get them?—I think so. We have a man here who off and on has been working for several years in the Mathematical chair.

For English Literature?—I would leave that to European Professors.

Logic and Moral Philosophy?—My opinion with regard to those subjects upon which fresh light is continually being thrown, is that they should be taught by persons fresh from places where Science is most advanced and is advancing.

Accepting this principle, Physical Science would be one of the subjects which is best taught by Professors from Europe?—For some time I think that would be so; but in all these cases I would have first-class men and would prefer thoroughly competent Natives who have taken high degrees in Science here to ordinary and second rate scholars from England.

Have you any Colleges here which attempt the higher teaching of Geology?—I do not know of any unless the College of Science does. I have heard that the Principal of that College takes his pupils on a Geological Survey.

Have you as yet done anything in this Presidency to encourage the study of Archæological Science?—We have individual workers, but no systematic study.

Do you think you could get a sufficient number of Native students to form an archæological class?—If you guaranteed them good prospects you might; but merely for the sake of literary research I do not think you would find many.

Have you any class in this Presidency who cultivate literary study for its own sake and not with a view to employment?—I cannot say we have. Here and there there may be individuals who do so.

Would you put your Professors from England into a Department or bring them out to teach special subjects?—If we can get real specialists, I would secure them.

Is there not the difficulty that you may get a specialist who is not so apt in imparting knowledge as in acquiring it?—You would have to guard against that. You would have to look to those in England who have had some tutorial experience under experienced Professors at home.

Would you engage such gentlemen for a limited term of years or permanently?—I would prefer to engage them permanently, because, by having them for a short term of years, you would lose the experience they had gained during that period.

On the other hand, if you have a very limited service of Professors, the loss to the Department would be serious if any of these gentlemen were to prove themselves incapable of teaching or to fall behind the standard of his day?—If the selection was good in the first instance the risk of its failure would be small; cases of incompetency should be dealt with by other modes than making it a short-term service. My idea is that if we cannot get the man we want for a short service, we can, by holding out to him a prospect of longer employment. I do not think we could induce them to abandon a career which might be open to them in England to come out here for a few years and then go home and find that all the doors of employment were closed to them.

Would not this enlarged experience acquired by a residence in India render a Professor a more competent teacher on his return to Europe?—There is this disadvantage, that we should lose the experience which he would have acquired in imparting information to Indian students.

Have you anything further to add on the subject of this inquiry?—No.

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Witness No. IV.—*25th July* 1887.

Examination of NARAYAN BHAI DANDEKAR, Esq., late Director of Public Instruction in the Berars; now Pensioner.

N. B. Dandekar, Esq.

The *President*.

Where were you educated?—I was educated in the Elphinstone College of Bombay. I completed my education before the University was established. I passed the highest standard that was then taught in the College. The College taught about 75 scholars and employed four Professors.

In those days boys were brought very largely under the influence of English teachers?—Yes.

What was your first public employment?—I was three years in the Bombay Secretariat on a salary of Rs. 150 rising to Rs. 305, and then I entered the Education Department as Deputy Inspector of Schools on Rs. 150. I retained that appointment 12 years and rose to a salary of Rs. 230, and then I was appointed Principal of the Training College here, which appointment I held for seven years, when I went to the Berars as Director of Public Instruction on Rs. 1,000. I held that appointment eight years.

Is the time arrived when we might substitute Native inspecting agency for European in a larger degree?—I think so.

Had you in Berar Native and European Inspectors under you?—I had a European Inspector, but he left when I joined my appointment. I had a Native Inspector in this Presidency. I have served under both European and Native Inspectors.

What was your opinion of the relative advantages of Native and European inspection?—I think Native Inspectors, from their position as Inspectors, can have better opportunities of spreading and encouraging education among the people and removing their prejudices, and examining schools both Anglo-vernacular and vernacular more critically and exercising a better supervision over their Deputies, and I should say encouraging local boards or school committees to assist in the spread of education.

You think Natives in the position of Inspector have greater opportunities for doing these things than Europeans?—Yes.

And as to the efficiency of inspection?—In some cases, as in the case of vernacular schools, Native inspection would be better.

Are you acquainted with many of the graduates of the present day?—With most of them.

Has the time arrived when higher education may be largely made over to Native graduates? Do you think they could teach up to the B.A. and M.A. honors?—I cannot say they could teach efficiently up to the M.A. honors, but up to the B.A. they could.

In all subjects?—No, in special subjects, such as Mathematics, Oriental languages; in fact in all subjects except English, and some special branches of Science such as Chemistry.

Is it desirable that we should have one institution in the Presidency to serve as a model for other educational institutions, and which should be officered by the best teaching talent procurable?—Yes.

Is it desirable to retain the Government Colleges?—Yes, as model educational institutions. Private education is yet in its infancy in this Presidency.

Do you think many of the missionary Colleges would be as efficient if they were not stirred to rivalry by competition with Government colleges?—No.

To what extent has Native private enterprise established colleges here? To what extent do Natives establish unaided high schools?—We have for the last ten years had a successful preparatory school for Parsis at Bombay totally unaided by Government. Mr. M. B. Cooper, a

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Parsi, is its Principal and the school is open to all classes. Other institutions of the kind are springing up: and there are several institutions which receive Government aid.

Would you put the Professors whom it might be necessary to bring out from England in a Department or engage them for individual chairs? Would you grade your Inspectors with Professors or have separate services for both?—I would put them into the graded service together.

You mean you would prefer to engage them for long than for short service?—Yes.

Why?—They would require considerable experience before they could understand the requirements of the people so as to impart their knowledge in the most effective way.

How would you avoid the risk which you would run in a small service of men proving themselves incapable of teaching or of falling behind in diligence?—I do not think men would consent to come out for less than five years, and if they did, it would be a sufficiently long term for them to show their fitness or otherwise in, and if they did not show good results, I would apply the same remedy we apply to ordinary teachers and ask them to vacate their appointments.

But if you engage them for a long service, if it is to be a pensionable service must you not engage them at a very early age?—I would alter the pension rules and get out more matured men.

Have you anything further to say?—No.

Witness No. V.—25*th July* 1887.

S V Patvardhan, Esq

Examination of SITARAM VISHVANATH PATVARDHAN, Esq., B.A., Inspector, Southern Division.

The *President*.

When did you enter the Education Department?—In January 1867 as Deputy Inspector of Mahratti Schools, Bombay. I am a Mahratta Brahman. I next became Deputy Inspector of Poona in 1868. I am an Inspector of the Southern Division of this Presidency, my duty lying over four districts up to last month, when two more were added. One Inspector has recently been reduced and my charge augmented, and it now embraces the districts of Darwar, Belgaum, Bijapur, Kanara, Ratnagiri, Colaba; and I also inspect some schools in Native States.

Do you find any difficulty in discharging your duty as Inspector?—No.

Do you consider that we have a sufficient number of Natives in the Education Department competent to undertake the task of inspection so as to reduce the necessity for European Inspectors?—I think more Natives are available, at the same time I should not consider it desirable to dispense with European agency altogether.

To what extent would you employ European and Native inspection?—Half and half.

Would it be desirable to change periodically the divisions held by Inspectors so as to have in one year European and in another Native inspection?—I would prefer that divisions should be held permanently and that the Inspectors should interchange their ideas by means of conferences.

On what grounds do you advocate the retention of European inspection?—There are a good many European schools in Bombay and Poona, and the managers of those schools might prefer European inspection, and also because the European Inspector, having had the benefit of a European training and closer acquaintance with European methods of education, has some advantage over a Native Inspector. On the other hand, the Native Inspector's closer acquaintance with Natives and with the feelings, wants and aspirations and the vernacular of Natives, has a decided advantage over the European in the case of Native schools.

Do you think a Native Inspector would be better able to influence the backward classes in favor of education?—He could bring his influence to bear more readily.

Do you consider we have a sufficient number of sufficiently well educated graduates to fill the posts of Professors at the colleges?—For certain subjects yes.

Up to what standard?—The B.A.

Not the M.A.?—The student having got as far as the B.A., might prepare himself for the M.A.

For what subjects would you have European Professors?—English, Latin, History, Natural Science; but for Logic and Mental and Moral Philosophy Natives could be found.

Do Natives study to any great extent European works of Mental and Moral Philosophy?—As a rule they are too poor to follow literary pursuits, but if they were given facilities I feel sure they would qualify themselves and prove competent Professors.

Do you ever come across Native students who voluntarily read works outside those required for the University course?—Yes.

Have you ever known a Native who had read Kant's Critique of the Pure Reason?—No.

In Bombay you have one of the richest Native communities in India?—Yes.

Is there much prosecution of learning for learning's sake here?—I do not think so. Rich people do study occasionally. For instance I found the Chief of a Native State reading Sanskrit and English for the sake of reading only.

Have you known Natives here to study to an advanced degree physical sciences for their own improvement solely and without reference to employment?—I have known one or two Natives do so.

The *Director of Public Instruction*.

Do not the best graduates at these Colleges always read a great deal beyond the subjects prescribed by the University?—I believe they do, because they have to prepare themselves for teaching.

[The Director here observed that Native students in the more advanced class, especially those who were preparing themselves for the profession of teaching, read many works which were outside the prescribed curriculum of the University.]

Witness No. VI.—25th July 1887.

Examination of V. N. Pathak, Esq., M.A., Head Master of Satara High School.

The *President*.

I took my degree in History and Philosophy. The institution I preside over numbers 360 pupils. I entered the Education Department in 1866 as Head Master of the Dhulia High School in Khandesh on Rs. 300.

Have you always been engaged as a Headmaster of Schools?—Yes.

And you have had to do with both European and Native Inspectors?—Yes.

Which do you consider the more efficient, or do you see no difference between them?—For high schools and for vernacular schools I should consider Native Inspectors more efficient.

Is it at all necessary to retain European agency for inspection work?—Not at all.

When you were studying for your M A. degree did you read any works outside those recommended by the University?—Yes, Lewis's History of Philosophy, Kant's Critical Philosophy and several other works of European philosophy, Greek and Roman, besides our Hindu systems of philosophy.

Have these Hindu systems of philosophy been scientifically arranged?—Oh yes.

What works did you read on these subjects?—I did not study any written books, but had discussions with Shastris and Vedantists.

Can you tell us what books of history you have read outside the University course?—Some European histories bearing on the history of the eighteenth century. The period of history which I had to take up was the eighteenth century and I read other books than the one recommended.

Do you teach history yourself?—The general outlines of history sufficient for the Matriculation, I do.

The *Director*.

Is not Professor Wordsworth a very distinguished historian?—Yes; he is Professor of History and Political Economy at the Bombay University.

Do you think we should be able to get a sufficient number of Native Professors to man our arts colleges without recruiting from Europe?—Yes. No attempt has yet been made to introduce Natives into the Professorial chairs. I think the English chair should be held by a European. A Native graduate who has taken a European degree in Natural Science would be competent to teach that subject. Several Native students belonging to this Presidency have gone to Europe in order to learn Natural Science by European methods.

The *President*.

Have you anything further to say?—Yes. I would not have one graded service for both Inspectors and Professors. I would bring out the latter for a term of years, and, if necessary, give them a small pension. I would keep the services quite apart.

Witness No. VII.—25th July 1887.

Examination of Dr. Rámkrishna Gopál Bhandárkar, M.A., Ph. D. and M.R.A.S., Professor of Oriental Languages in the Deccan College.

Dr. R. G. Bhandárkar.

The *President*.

When did you enter the Educational Department?—I took my M A. degree in 1865, that is to say I actually passed in 1863, but was not present for convocation, being in Hydrabad, Sind. I entered the Educational Department as Dakshina Fellow in January 1859. As Dakshina Fellow I taught as well as learned; that is, I read a good many books myself and taught several classes in English and Logic

What was your first post?—I was appointed Headmaster of the Hydrabad High School in 1864 on Rs. 300, which appointment I held for about nine months, and was then transferred to Ratnágiri High School on Rs. 350. I remained there three and a half years, and was then appointed Professor of Oriental Languages in the Elphinstone College.

You have since devoted yourself to Sanskrit studies and have published works on Sanskrit literature?—Yes. I began publishing articles in the "Antiquary" in 1872.

I believe from time to time you are consulted by the Antiquarian Department and assist them in the translation of ancient inscriptions?—I generally do that myself. I publish my translations of inscriptions in the "Indian Antiquary" and the Journal of the Bombay Branch of the Royal Asiatic Society, and contribute other articles on Sanskrit and antiquarian matters.

In your judgment is it possible to reduce the European agency in the Education Department of this Presidency without loss of efficiency?—As far as Professorships are concerned, I think European agency should not be lessened, but as regards the Inspectorial branch I think it might. We need have no more than one European Inspector, who would be either called Inspector or Assistant to the Director of Public Instruction, and who would be employed only in examining grant-in-aid schools established for Europeans and Eurasians, while the rest of the schools might be made over to native inspection. Only Native Inspectors want a general supervision and direction; which direction would be exercised by the Director of Public Instruction, and the supervision by his Assistant.

Do you make that suggestion from any doubt as to the capacity of Natives to inspect European and Eurasian schools?—No; it is rather with a view to avoid friction. Still supervision is wanted, and that supervision over all the Inspectors,

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which would be too much perhaps for the Director of Public Instruction, might be performed by his Assistant.

You have heard some of the witnesses state that they considered a sufficient supply of Native graduates could be found to teach up to the M.A. course in certain subjects?—In Mathematics perhaps they might, and in Oriental subjects, but even for Mathematics I would have one college in the Presidency whose Mathematical Professor would be from Europe. At the same time I must say that none but the best Europeans available should be brought out. I would rather have a well-educated Native than any but a first-class European. A first-rate European would be superior to any Native we have here, especially in such subjects as English History, Political and Moral Philosophy, and even in Mathematics and Natural Science. In the other colleges I would give the History chair to Europeans, and Mathematics and Natural Science to Natives.

What do you think of the scheme of attaching Professors to the University?—It is desirable, but presents many practical difficulties. The students from the Deccan and the Ahmedabad Colleges could not be got to come to Bombay to hear the lectures at the University. And again, it would be necessary to make these University Professors Examiners also, as students will not listen to teaching which is not represented in the questions put at the examinations. They may attend such teaching bodily, but not mentally.

The idea is that the Professors would simply take the place of the present Lecturers at the college and the lectures would be open to all pupils who desired to attend, and there would be Lecturers, though of an inferior order, at the colleges, who could prepare their pupils to follow the Professors' teaching?—Provided whatever the Professors taught could be brought into the examination, I should not object to such a system.

Is there at present any class of students who cultivate the higher branches of science for the sake of their own improvement and not with a view to professional life?—I do not know of any.

Is there any class of Native students who cultivate Philology?—Of late years a taste has been developed for Sanskrit learning and Indian antiquities and especially for Indian Philosophy. Indian Philosophy does come in as a branch of Philology, though not specially.

Is it desirable to keep your Professors in a graded service with the Inspectors, or would you divide the service?—I would have one graded system applicable to all and the members should be promoted by seniority and also merit. All that I contend for is that they should get their promotion regularly.

Would not the better plan be to offer certain salaries for certain periods of service?—Yes. We have progressive stipends already up to Rs. 1,000 a month.

If you had Native Inspectors and European Professors, the rate of pay for the two would necessarily be somewhat different?—Certainly.

Then how could you grade them?—(The Director here observed that instances had occurred in which gentlemen had declined appointments in the graded service owing to the circumstance that the rate of pay for superior appointments in the ungraded list gave them greater pecuniary advantages than they would have enjoyed under the two-thirds rule in the first stage of the graded list.) When Natives are appointed Professors, fixed salaries should be given them.

You require a Professor to be quite as efficient when he commences to lecture as on the last day of his service. Would you give him the same salary throughout?—That might be managed.

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Section IV.—Written Evidence.

Note on the Educational Service, the graded system and employment of Native Agency, by R. G. Oxenham, Esq., Principal of the Deccan College.

I was appointed to the Service by the Secretary of State on the nomination of the Vice-Chancellor of Oxford in the year 1863. I found the Department of Public Instruction, so far as higher education was concerned, in a very inchoate state. Mr Howard, the then Director of Public Instruction, informed me that he was endeavouring to organise a service such as to attract the best graduates of English Universities; that the necessity for this was becoming recognised, but that when the Indian Universities were in their infancy the importance of them, as national institutions, was hardly understood; that many of the older officials were indisposed to encourage high education, and being, as a rule, without personal knowledge of Universities, they did not realise the requirements of a service such as Mr. Howard contemplated. Sir A Grant, when Director of Public Instruction, continued to press this question. The graded system, previously established in Bengal, was introduced into Bombay with the effect that soon afterwards three gentlemen, first-class graduates, were obtained to fill vacancies. Men of this stamp might have been secured for every subsequent vacancy, and a first-class in the final schools at Oxford or Cambridge or equivalent degrees should, I think, be required as a qualification for all appointments to the graded service in the Colleges. For Inspectors a high degree is not essential; the present Inspector, Central Division, who is most efficient, is not a graduate at all. At the same time if a first class were declared a necessary qualification for all future appointments to the graded service, there would be no difficulty in obtaining officers, and prestige would be given to the service and no more would be required than has for some years been prescribed for H. M.'s Inspectorships of Schools at home. Promotion in the Inspectorate and Professoriate must be kept distinct. No vacancy in one should give promotion in the other. The Professoriate consisting of specialists to a great extent promotion by change of appointment is rarely possible, and a graded service seems peculiarly suitable as promotion is provided up to at least Rs 1,000 without any change of appointment.

On the employment of Natives, I think that probably half the Professors might be Native graduates, and I am assured by Native gentlemen, whom I can trust, that Professorships carrying such pay as Rs. 250, rising to Rs. 500, would attract fully competent graduates. The nature of the work is congenial and the feelings of regard and social respect immemorially associated with such a position in Indian society would combine to compensate for moderate pecuniary emolument. Whatever proportion of Professors and Inspectors may be Natives of India, it should be remembered, in considering the European service, that the selection of those Officers is a matter of greater consequence than is sometimes supposed. I was much struck by the remark of an intelligent Native gentleman that in his opinion my distinguished colleague, Mr. Wordsworth, had exercised a far wider and deeper influence over the Natives of the Bombay Presidency than any Collector, Commissioner, or even Governor. This might be Oriental hyperbole, but if it is considered that the head of a College and his colleagues have daily personal influence on hundreds and in their service on thousands of the most intelligent Natives at the most impressionable period of their lives and do much to mould the character of the men who in every walk of life are influencing their countrymen for good or evil—if this is considered, it must follow, I think, that the best men available should by all means be secured for the work of higher education. To administer a great College at Oxford or Cambridge or one of the large Public Schools, it is thought necessary to attract the ablest men in England—would it be wise to leave higher education in India in the hands of an underpaid and inferior class of temporary officials? If it is important to secure a high class of European gentlemen as Magistrates and Judges, at least an equally high standard should be required for the few Europeans engaged in higher education.

The engagement of Professors for a short term I think would not prove satisfactory, as none but inferior men would come—

(1) Except occasionally an enthusiast in Oriental literature. As a rule, an English graduate would lose all his chances at home if he came out to India for five years after taking his degree.

(2) If such a system did secure cheap men, *e. g.*, raw Scotch graduates of 19 or 20, they would be dear at any price.

(3) For the position of Principal of a large College experience is necessary, and even in teaching an English Professor in an Indian University is not fully efficient without experience.

PROCEEDINGS

OF

THE SUB-COMMITTEE,

PUBLIC SERVICE COMMISSION.

MADRAS.

Educative.

Section I.—Note by the Sub-Committee.

The Department was established in 1855-56. It consists of a Director of Public Instruction on R2,000 rising to R2,250, of a graded list of 17 officers on salaries ranging from R500 to R1,500, of 27 gazetted but non-graded officers on salaries between R200 and R1,000, and of 104 non-gazetted officers and Deputy Inspectors on salaries between R90 and R300. Officers drawing less pay than R90 are not referred to in this note. The Director of Public Instruction is not, and has not been, with one exception, an officer of the Educational Department and is appointed by the Local Government. The graded list is composed of three Principals of Colleges, six Professors and eight Inspectors of Schools. The Director is a non-domiciled European, as are thirteen of the officers in the graded list; of the four remaining, two are domiciled Europeans and two Hindus.

Graded officers are appointed by the Secretary of State except in the case of Natives of India elevated to the grade by the Local Government. Officers are always appointed to the lowest grade on the minimum pay, and Natives of India draw only two-thirds of the pay of the appointment.

The non-graded gazetted appointments are—Inspectress of Girls' Schools; Principal and Vice-Principal of the College of Agriculture; Principals of Teachers' and of Engineering Colleges, and Professors in the latter; Superintendents of the School of Art and the Training School for Mistresses; Teacher of Dentistry in the Medical College, and eighteen other gazetted teachers. These appointments are made by Government on the recommendation of the Director of Public Instruction, but when the services of a European graduate are considered necessary, the Secretary of State selects a suitable officer from among British University graduates. Of these 27 offices, 12 are at present held by non-domiciled Europeans, 1 by a European domiciled in India, 3 by Eurasians, 6 by Hindus and 5 by Native Christians.

Of the 43 non-gazetted officers, presumably teachers, on salaries between R90 and R300, 4 are non-domiciled Europeans, 1 is a domiciled-European, 5 are Eurasians, 28 are Hindus, 2 are Mahomedans and 3 Native Christians.

The Deputy Inspectors, on pay from R100 to R250, are 61 in number, and are, by race or religion, 1 a Eurasian, 52 Hindus and 8 Native Christians.

Thus, of 149 officers in the Department on salaries over R100—

Non-domiciled Europeans are	30	Hindus	88
Domiciled Europeans	4	Mahomedans	2
Eurasians	9	Native Christians	16

Labour employment of Natives.

The Sub-Committee examined orally at Madras 7 gentlemen and received from 9 others written replies to questions sent to them on this subject. These witnesses consisted of one Inspector of Schools, three Principals and five Professors or Assistant Professors of Colleges, Government or Aided, one Missionary Bishop and five other Missionaries, two Medical Doctors and the Editor of a Madras Newspaper.

As regards the inspecting agency, the Director of Public Instruction appears opposed to any larger employment of Natives except those educated in Europe in either branch of the Department as at present constituted. Dr. Bradshaw, Inspector of Schools, considers that Government should endeavour to obtain for the post of Inspector a man of the best scholastic and social qualifications, but he would reduce the number of these officers and redistribute their duties, whereby an opportunity would be given for the larger employment of Natives on higher pay than that of Deputy Inspectors. He would have three Inspectors-General, recruited from the same class as Her Majesty's Inspectors in England, or from men who have actually put in some period of service as such, and under them would have, for every

two districts and in some cases for a single district, an officer with the title of Inspector of Schools, who might be a Native or a European. Funds for the change might be obtained from the abolition of the post of Inspecting Schoolmasters, which, though needed in the first instance, has now become unnecessary, if not mischievous. The defect of the present system is that the area under the supervision of each Inspector is unmanageably large. It prevents the Inspector examining as many schools as he ought, and throws into the hands of the Deputy Inspector the disbursement of the entire money which is spent on the results grants. It leads also to collusion between the Inspecting Schoolmasters and the Deputy Inspector, if the latter be dishonest; and Dr. Bradshaw states that many of these officers are not yet of that standard of uprightness in all cases which could be desired.

Mr. Flanagan, Principal of the Coimbatore College, is opposed to the appointment of Natives of India as Inspectors at present. He considers that for this office are required men of high character and proved integrity, who have been in the service already as Teachers, Professors and Principals, and who thus, through a course of years, have received a training calculated to give them a clear insight into the needs of the Department. He thinks that Native graduates have not yet received such training as to ensure this, and further considers that the appointment should be held by an officer of different nationality for the sake of the Natives in the subordinate grades.

The Right Reverend Bishop Caldwell thinks that the time has not yet arrived when Natives can be safely employed as Inspectors of Divisions with full powers, as Natives cannot be expected at present to free themselves sufficiently from the influences of religion, caste and relationships. The Reverend Messrs. Tarbes, Sewell, Jones, Peel and Sell are of the same opinion, on similar grounds, and because the larger patronage of an Inspector and his power of punishing subordinate officers require judicial energy and firmness. On the other hand, Professors Oppert and Wilson, Assistant Professor Elliott and Mr. Subrahmanya Aiyar, Editor of the *Hindu* newspaper, consider that Natives might be employed altogether or to a large extent in the inspection of schools, which does not require the present expensive imported agency.

The question of the employment of Natives as Professors practically depends on the inquiry as to the branches of knowledge for the teaching of which fully qualified Natives are at present available. There is no indisposition to accept Natives as Professors when they are competent, and cases have been referred to in which Native gentlemen have attained a high degree of proficiency in certain subjects, but considering the present stage of education in Madras, there seems no doubt that there are some subjects the teaching of which must, for a time, rest with European Professors. The inclination is to have all the Professors in the Presidency College, except, perhaps, the Professor of Oriental Languages, Europeans, and in all Colleges to reserve for Europeans the Professorships of English Literature and Physical Science. The Presidency College should be the Model College for the Province and maintain, by means of specialists imported from Europe, the high standard of knowledge in its latest development in all branches, to which all other Colleges should work up.

Dr. Bradshaw, who has been an Examiner in English Literature for the M.A. degree fo the last eighteen years, states his impression to be that he has not yet met any candidate in English Literature who would take even the second honors at an English University. Mr. Michie Smith, Professor of Physical Science at the Madras Christian College, writes as follows respecting the progress and capacity of Natives in the subject which he teaches:—"With reference to the statement that I do not consider it possible at present to obtain men to teach Physical and Natural Science, I would point out that there are two main reasons for this. In the first place my experience in teaching Physical Science has made it painfully evident to me that the observational faculties of the youths of this part of India are sadly undeveloped. Most youths seem to go about without using their eyes at all, and the most striking natural phenomena may be taking place around them without their observing anything out of the common. I will not go so far as to assert that many of them have never seen a flash of lightning, but I have found students in the third or fourth year of their College course who had never seen a rainbow, while less striking natural phenomena are observed by hardly any. In fact, I may say that I have not come across a single student in whom the faculty of observation was at all fully developed. This, of course, is to a large extent a matter of early training, and we may justly hope that in time the difficulty will be overcome, and that boys will be taught to keep their eyes open and to observe what is going on in the world around them. At present, however, the want of the faculty of observation is a fatal stumbling block. A closely allied minor difficulty is that boys are not taught to use their hands, and that many of them, not all, consider it rather derogatory to do so. The consequence of this is that great difficulty is thrown in the way of their learning any experimental science. This leads to the second main reason alluded to above, *viz.*, that no laboratories exist here in which experimental science can be thoroughly taught, and that the great expense involved in fitting up such laboratories will probably stand in the way of their being obtained for many years. For an experimental science, mere book-learning has but little value, and no Professor can be expected to be a success who has not passed through a full course of laboratory training."

Dr. Wilson, Professor of Physical Science in the Presidency College, states that Scientific Education, *i.e.*, in Physical and Natural Science, in the Presidency, is still in its most elementary stages. No agency he says at present exists for training, although last year 6,500 candi-

dates appeared for the Matriculation Examination of the University, all of whom were examined in Elementary Chemistry and Physics and were supposed to have been taught in those subjects. There is not a single Science College or a single institution where a sound education in Science can be obtained. The Presidency College has had two Science Professors for the last eighteen months, but for eleven years Dr. Wilson was the only Science Professor and he was expected to teach in every other subject, which he did with varying degrees of inefficiency. In the subjects in question he thinks it certainly necessary to go to Europe for Professors for many years to come, until institutions exist in this country such as are numerous in England.

There is a general agreement among the other witnesses that Native gentlemen competent to teach these subjects up to the standard required for high degrees are not at present to be found in the Madras Presidency.

On the other hand, as to Sanskrit, Dr. Oppert, Professor of Sanskrit in the Presidency College, states that there are certainly Natives who must know Sanskrit much better than a European. Mathematics also is by more of the witnesses allowed to be a subject in which Native students attain a high degree of proficiency, and the Professorship of Mathematics in the Presidency College is at present held by a Native gentleman. In other branches of knowledge, opinions differ somewhat as to the possibility of finding competent Natives of India willing to accept Professorships; where they can be found, there is no objection to employing them.

The present system of grading Inspectors, Principals and Professors in one list is objected to as not securing the best men, as distributing promotions and pensions unfairly among officers in the graded list, and also as unfair to Professors outside the graded list, inasmuch as it blocks up for them all avenues to advancement. It is urged also that though such a system may have been wanted on the first establishment of the Department, yet that education has now progressed so far that Professors should be specialists, and employed as such instead of being expected to teach anything. For this purpose sufficient inducement in the shape of larger initial salaries or progressive increases of salary must be held out to encourage competent men to come out to this country from Europe and to devote themselves to these special subjects. Opinions vary as to whether engagements for a limited term without pension, but with prospects of re-engagement, would prove satisfactory. Some witnesses consider that by this means young and energetic men, anxious for some Indian experience in their special branch, would be best secured, while others fear that the men whom it is desired to procure would not interrupt their career at home for prospects of such uncertainty. The question could probably be settled only by experience.

The following extracts show the opinions of the witnesses on these points:—

Departmental Member.—"I would remark here without discussing the subject at length, that I am quite of opinion that so far as Professorships are concerned, the present system of graded promotion as well as of long service is radically wrong, and so far from operating in the direction of securing men of higher literary or scientific attainments for the service of Government, it has an opposite effect. Believing as I do that Government should not undertake to provide superior colleges for India, unless it officers them with Professors of very high attainments, and unless it provides that such men should not lose touch with the advance of knowledge in Europe, I take it as essential to securing such men that their pay shall be much higher than that on which graded officers now begin; secondly, that their term of service shall be very much shorter than at present; thirdly, that for such service, if approved, they shall receive ample consideration in the way of bonus or pension; and, lastly, that these officers shall draw this salary whether fixed for the full term of service or rising gradually, independently and shall not, as now is, I fear, often the case, have their mind diverted from their high calling by contemplating the chances of permanent or temporary promotion.. If the Government teachers of religion are spared this temptation, why should not teachers of other branches of knowledge?"

"If the State cannot afford to maintain so expensive a system, it would, in my opinion, be better for it to leave the direction of the higher education movement in other hands. I would add that I think the Local Government would be more likely to secure better men if they had the power of selection in the first instance, instead of the Secretary of State, these selections being subject to the final confirmation of the Home Government. The Director of Public Instruction would naturally take the greatest pains to find out the most fitting person by means of correspondence or by personal inquiries when in Europe. He would have to satisfy the Local Government that the nomination was the best possible, and again the Local Government would have to secure the final approval of the Home Government. This process which, I submit, is quite practicable, would, I believe, better assure the employment of the best men than that now in force."

Dr. Oppert, Professor of Sanskrit, Presidency College.—"While the days of highly-paid Inspectors are numbered, specialists are wanted, but to induce a man of eminence to come out to this country, he must be tempted by peculiarly favorable conditions, for he does not only sever his connection with his home, but runs the risk also of losing touch with the new important scientific discoveries. It must also not be forgotten that teaching in this country exercises a heavy strain on the mind and prematurely even weakens the strongest constitution."

* * * * *

"The pension of an Educational officer is dependent on the grade to which he belongs. This limitation is objectionable. At this moment as I am still in the 3rd grade, I can, if

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invalided, only draw R2,000 a year, while if I were in the 2nd grade, I should draw R3,000. In the Public Works and Ecclesiastical Departments pensions can be obtained after a certain number of years, but in the Educational Department, pensions are only given if a person is invalided before his time after 12 or 15 years' service, or if he retires at 55 or 60 years of age. A fixed graduated scale of pensions to be paid in English pounds sterling is a necessity for European Educational officials, as the value of the rupee is rapidly falling, while in India the rupee has pretty much retained its original value."

Dr. Bradshaw, LL.D., Inspector of Schools.—"I consider the graded system is unsatisfactory because promotion in it is uncertain and dependent entirely on death or retirement—in some cases abnormally rapid, in others long deferred; while in other services, such as the Medical or Ecclesiastical, a man knows that if he does his work for years he will get something more."

"Again, the pension rules of the Uncovenanted Service are not suitable for the class of men who are to be employed in the Educational Department, not only in consequence of the length of the service required, but because the amount of the pension depending on the amount of salary enjoyed by the officer for the five years previous to his becoming entitled to pension, many men are induced to hang on who might have retired, and so cause a block in promotion. At present it is necessary that a man should draw R1,000 a month to qualify him for full pension. Again, the retention of men over 55 years of age who have qualified for the higher pension is unfair to the rest." To the question "Would it be better to abolish the grades and have a service of Professors engaged for a term of years on fixed salaries," the witness replied: "I would have both. I would have a service in which men would get promotion after a fixed period, and I would also have specialists, men of eminence in certain subjects at home, who would come out here for a period on such pay as would induce them to come. I mean men whose reputation was such that they might feel confident that after being out here for a term of years and acquiring some experience, they would be able to revert to their own duties in their own University."

Dr. Wilson, Professor of Physical Science, Presidency College.—"I quite understand that the present (graded) system does not secure the best men. There is no system here like that which obtains in England and the Colonies of advertising when a vacancy occurs in the scientific and other papers and inviting candidates to send in their names and certificates and testimonials, which are then considered and selections made of what appear to be the fittest men. In the case of an Indian University no applications are invited, but the India Office refers to some Professor or other with whom they are intimate."

Mr. Ranganatha Mudaliyar, Professor of Mathematics and Natural Philosophy, Presidency College.—"I do not advocate the graded service as good in itself, but only on the ground that it has opened up a way to promotion which did not exist formerly, and if any better system can be devised of ensuring promotion at fixed stages of a man's career, I should certainly prefer it to the present system, which is after all very uncertain in its operation." This witness also objects to the injustice of the two-third salary rule when applied to Native officers promoted to the graded list who have served long and efficiently in the lower branch of the Department.

Mr. E. H. Elliott, First Senior Assistant Professor, Presidency College—who advocates the abolition of the distinction between the graded and ungraded service, writes as follows:—

"The erection of a portion of the Department into a distinct service has given rise to distinctions that cannot always be maintained and must naturally cause a good deal of heartburning among those who cannot see why they should be excluded from sharing, even to some little extent in the benefits and privileges accorded to a select few. I proceed to notice some differences that have resulted from this partial grading of the Department. In the graded service, promotion is quite independent of work to be done, and is regulated entirely by the principle of seniority tempered by selection; in the non-graded service, promotion implies a transfer from one appointment to another, frequently a transfer from one place to another, with heavier work and higher responsibilities. In the one case there is increase of pay, it may be, from R500 to R1,500 without any corresponding increase to the duties performed; in the other there can be no increase of pay without some, and it may be a very considerable, difference both as regards quantity and quality of the work. I cannot see why the principle that regulates pay and promotion in the one case should not apply to the other also. Again, in the graded service, the increments allowed are R50 annually; in the non-graded service, the increments sanctioned are never more than R10 a year, even in the case of persons with more than 15 years' service, filling important posts in the Department. To put it in a more concrete form, the Professor of English in the Presidency College would rise from R500 to R750 by annual increments of R50, and then as vacancies occurred in the higher grades, to R1,500, without the slightest addition to his duties or responsibilities; while the Assistant Professor, doing almost the very same kind and the same amount of work, must wait for eight or nine years more before he can rise from R360 to R400, the maximum salary of the appointment, that being the highest appointment, I may remark, which an Indian graduate in the non-graded service can fill in the Presidency College. I wish to guard myself here against being misunderstood; I am very far from claiming that Indian graduates with, let it be conceded, inferior qualifications, should, when serving in their own country, receive absolutely the same increments and the same salaries as English graduates selected by the Secretary of State to fill the higher appointments

in the Department. That there must be differences I do not deny, but the inequalities I have pointed out are, I submit, greater than they should be.

"Next the principle on which some appointments are included in, while others, apparently of equal importance, are excluded from the service is not very intelligible. For instance, it is not easy to understand why if the Professors of the Presidency College are graded officers of the Department, the Principal and Vice-Principal of the Agricultural College, not to mention the Lecturers of the Kumbakonam College, who do the very same work, should not be in the graded list also. It cannot be maintained that the duties of the latter are less onerous, less important, or less useful to the country. Take again another instance:—The Principal of the Teachers' College is an English graduate drawing a higher salary than the minimum salary of the graded service, and yet important and responsible as his duties are, he is not in the graded list, and must so long as he remains in his present appointment rank lower than the youngest officers who may happen to be appointed Professors of the Presidency College or Inspectors of Schools. 'An officer in his position can hardly be expected to regard with satisfaction an arrangement which permits men of the same attainments and the same academical distinctions as himself to rise from Rs500 to Rs1,500 while he remains on his fixed salary of Rs600." The witness gives an instance where an officer who came out as a specialist for the Teachers' College obtained a Professorship in History in the Presidency College, thus stepping over the heads of others who were his seniors in service.

The Director, Public Instruction, has furnished the Sub-Committee with an interesting memorandum on an attempt to introduce athletic training into the Educational Institutions of Southern India, which will be found printed as an appendix to this note.

MADRAS.
Education.

Section II.—Note by the Departmental Member.

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In addition to the information given and the opinions expressed in my letter No. 2696, dated 27th April 1887, I desire to place on record very briefly my opinion on one or two points that are engaging the attention of the Commission.

(a) As regards the graded service, I am of opinion that in this Presidency its retention is unnecessary. It is not suited for a service of Professors and it is not needed for a small staff of Inspectors. It has grown into a service mainly by a process of agglomeration of separate appointments, and was never really constituted a service in the same way as the other great services—the Civil and the Public Works Department—were constituted. Even now gentlemen appointed to it are appointed at first only for five years and, under clause 7, their services may be dispensed with at any time on six months' notice With few exceptions, the best men the Madras Education Department has had came out under covenant for a particular appointment. Among other reasons, it is, in my opinion, unsuited for providing superior Professors or teachers, because the pay begins at too low a rate; the service required is far too long; the manner of employment is too uncertain; the prospects of rising to high administration are too shadowy: it cuts its members off from any chances of obtaining places of honor and emolument as teachers and Professors in Europe, and finally it does not guarantee that social prominence which men of science and letters by simple virtue of their calling obtain in Europe. Moreover, it is especially objectionable in this Presidency because of the smallness of its constituent body; for if a mistake has been made in original selection of a Professor, that mistake cannot easily be rectified for at least a quarter of a century. Again, so far from adding to the estimation of superior teachers, I believe it detracts therefrom, whilst the creating of Service Professors gives an official tone to its members, which is not in keeping, to my mind, with the separate and independent position which gentlemen in the position of Professors should occupy. Nor is the graded service now constituted necessary for the Inspectorate because I believe that that branch of the service should ordinarily be officered by gentlemen who have had long experience as teachers of schools and colleges in India and who have had also a period of probation in the duties of Inspector. All the requirements of the superior Inspectorate may be met by having four or five Inspectors—either arranged in classes or having independent salaries rising by increments—the average emoluments being the same as they are now. Appointments to this service should ordinarily be made by the Local Government from men in the Education Service—Inspectorial or Professorial—or employed in public institutions under private management. If an officer is supplied from Europe he should invariably be a gentleman of high attainments and of considerable experience as an Inspector in Great Britain or Ireland.

(b) I am entirely of opinion that the Government of each Presidency should have an institution capable of thoroughly teaching, theoretically and experimentally, all the subjects of the Arts courses from the intermediate of F.A. examination up to the M.A., as those courses now stand, or as they may stand hereafter. The literary parts of such courses might possibly be adequately provided for by private agency, but I feel assured that in this portion of India private agency will not, within any practicable period, be able to establish or maintain institutions properly provided both as regards teachers and apparatus for higher scientific teaching in all its branches and developments This is the State's work, and it should be done liberally and without stint if it is to prove truly effective.

(c) The application of the rule regarding two-thirds rate of salary to Natives promoted to the grade list is, I consider, a serious mistake and is not compensated by the trifling financial gain. Its operation not only acts as a positive check on ambition and consequently on Natives' obtaining eminence as teachers or Inspectors but encourages the best men to look for promotion outside the Department. To secure the services of the best Natives in this Department the prospects now offered do not suffice. They should be made to do so.

The Educational Department is composed of:—

(a) A Director of Public Instruction.
(b) Seventeen Superior officers, designated graded officers.
(c) An Inspectress of Girls' Schools.
(d) Principal and Vice-Principal of the College of Agriculture.
(e) Principal, Teachers' College.
(f) The Superintendent of the School of Arts.
(g) The Principal of the College of Engineering and the Professors of Mathematics and Mechanics in the said College according to the scheme approved in G. O. Educational, No. 328, dated 27th April 1886, which has not yet been sanctioned by the Secretary of State.

(*h*) The Teacher of Dentistry in the Medical College.
(*i*) The Superintendent of the Presidency Training School for Mistresses.
(*j*) A staff of 18 teachers whose appointments are sanctioned by Government and notified in the *Fort St. George Gazette*.
(*k*) A staff of Deputy Inspectors of Schools and Deputy Inspectress of Girls' Schools, whose appointments are not notified in the Gazette.
(*l*) Non-gazetted teachers of Colleges, general and technical, of technical schools and of secondary and primary schools; and
(*m*) Clerks on the several establishments.

(*a*) The Director of Public Instruction is appointed by the local Government. There has hitherto been no restriction as to the class of officers to whom the appointment is open, though with the single exception of Sir A. J. Arbuthnot, the first Director, it has always been conferred on an officer who had served in the Educational Department for a longer or a shorter period. The ruling of the Government of India regarding the filling up of the Directorship is embodied in paragraph 6 of their resolution, printed in G.O., dated 12th November 1886, No. 719, Educational.

(*b*) Graded officers are appointed by the Secretary of State, except in the case of Natives of India elevated to the grade by the local Government. There are four grades of officers as per margin. Officers are always appointed to the lowest (fourth) grade on the minimum pay and no increase of salary is given unless the officer passes a compulsory test in the vernacular within a definite period prescribed by the Secretary of State. The restriction as to passing in a vernacular does not apply to Native officers. The Native officers, as in the case of Natives appointed to the Covenanted Civil Service, draw two thirds of the pay of the appointment. Promotions are made by Government generally on the recommendation of the Director of Public Instruction. Seniority tempered by selection is the principle followed in making promotions.

Grade	Salary Rs.
First	1,250—1,500
Second	1,000—1,250
Third	750—1,000
Fourth	500—750

I would remark here without discussing the subject at length, that I am quite of opinion that so far as Professorships are concerned the present system of graded promotion as well as of long service is radically wrong, and so far from operating in the direction of securing men of higher literary or scientific attainments for the service of Government, it has an opposite effect. Believing as I do that Government should not undertake to provide Superior Colleges for India, unless it officers them with Professors of very high attainments, and unless it provides that such men should not lose touch with the advance of knowledge in Europe, I take it as essential to securing such men that their pay shall be much higher than that on which graded officers now begin; secondly, that their term of service shall be very much shorter than at present; thirdly, that for such service, if approved, they shall receive ample consideration in the way of bonus or pension; and, lastly, that these officers shall draw this salary, whether fixed for the full term of service or rising gradually, independently and shall not, as now is, I fear, often the case, have their mind diverted from their high calling by contemplating the chances of permanent or temporary promotion. If the Government teachers of religion are spared this temptation, why should not teachers of other branches of knowledge. If the State cannot afford to maintain so expensive a system, it would, in my opinion, be better for it to leave the direction of the higher education movement in other hands. I would add that I think the local Government would be more likely to secure better men if they had the power of selection in the first instance, instead of the Secretary of State; these selections being subject to the final confirmation of the Home Government. The Director of Public Instruction would naturally take the greatest pains to find out the most fitting person by means of correspondence or by personal inquiries when in Europe. He would have to satisfy the local Government that the nomination was the best possible, and again the local Government would have to secure the final approval of the Home Government. This process which, I submit, is quite practicable, would, I believe, better assure the employment of the best men than that now in force.

(*j*) Besides the graded officers, there are officers whose appointments are notified by Government in the Gazette. These appointments are also made by Government on the recommendation of the Director of Public Instruction, but when the services of a European graduate are considered necessary, the Secretary of State is addressed and he selects a suitable officer from among British University graduates. The restriction of two-thirds pay does not apply to the Native officers appointed to fill up these posts. As in the case of graded officers, Europeans and Eurasians are required to pass in a South Indian vernacular within a stated period. The principle of seniority tempered by selection is observed in making promotions from grade to grade. Until recently however, owing to the somewhat poor Educational attainments of many of the seniors, the rule as regards seniority had to be frequently set aside.

(*k*) The Deputy Inspectors of Schools and the Deputy Inspectress of Girls' Schools are appointed by the Director of Public Instruction. The rules regulating the appointment and promotion of deputies, which were approved by the Government of India, are given in Appendix A.

(*l*) All teachers who are not appointed by the Secretary of State or Government are appointed by the Director of Public Instruction, or by the Inspecting officers in the case of appointments the

salary of which is Rs. 30 or less. In 2nd-grade Colleges, graduates only are appointed as English Assistants, and in High schools, graduates and F. As. For lower appointments also, men or women who have passed the University or other recognized examinations are selected. As a rule, no untrained teacher is confirmed in an appointment. In the case of teachers who have done exceptionally good work, this condition is waived, but such cases are few and far between. In future the attainment of the degree in teaching will be a condition of confirmation in the case of graduates educated in India. Two temporary Assistantships carrying a pay of Rs. 50 each per mensem have been created in the Teachers' College. These appointments will be filled up from time to time by the most distinguished students who have been trained in the College, and from among these efficient Headmasters for Elementary Normal schools and also Assistants for Colleges will be provided. Pandits and Munshis to teach Oriental classics or the South Indian vernaculars are selected from among the applicants as no public examination is held to test the qualifications of this class of teaching agency.

(*m*) Clerks and writing-masters are selected from among applicants. The public examinations passed by the applicants, their hand-writing and clerical experience, if any, are taken into consideration in making the appointments. When vacancies occur in my office, I generally hold a competitive examination among the applicants present and select the best man, taking into consideration at the same time the applicant's previous history and his reputed character.

European officers of the graded service draw full pay, and Native officers two thirds of the pay of the grade. In the non-graded service no such restriction is in force.

As regards pension, chapter IX of the Civil Pension Code is applicable to all. Certain officers, not being Natives of Asia, are allowed three years' less service in counting the period qualifying for pension. Chapter V of the Civil Leave Code is applicable to officers appointed to the graded service by the Secretary of State or with his particular sanction, and also to officers specially admitted to the favorable leave rules. All other officers are treated alike, and chapter X of the Civil Leave Code applies to them as well as to other Uncovenanted officers.

The technical requirement of the Department is, as already stated, that every teacher should as a rule undergo training in the Teachers' College before confirmation. The Presidency College is provided with Professors and Assistant Professors for the different subjects, and in the other 1st-grade Colleges at Kumbakónam and Rajahmundry, Lecturers and Assistant Lecturers are engaged to teach different subjects. Such specialisation was intended to add dignity to the position of the teachers and to afford facilities to improve the efficiency of the teaching of special subjects. Salaries are attached to persons—not to teachers of special subjects—so that men possessing aptitude and competency are selected to teach particular subjects, while promotions are regulated as elsewhere explained on the principle of seniority tempered by selection.

Almost all classes of the community seek employment in the Department. Among Natives, Brahmans predominate; some Native Christians also are holding higher appointments. In all Schools and Departments for Mahomedan children, Mahomedan teachers are generally employed. There is a Deputy Inspector of Mahomedan Schools, and a Deputy Inspector of Mappila Schools in Malabar. For Uriyas also there is a special Deputy Inspector.

On the question of the comparative capacity of each class for rendering efficient service, I would generally remark that each section of the population, Mahomedans to some extent excepted, can count several men who have rendered good service to the Department. The number of Mahomedans employed in the Department is comparatively small, and some of them have been so lately employed that the experience gained does not justify the expression of a confident opinion as to their merits. I do not doubt, however, that with the extensive education amongst Mahomedans the class of men will be found who will not fall behind other classes of Indians in efficiency and devotion to duty. Speaking generally regarding the employment of Natives in the Department, I still adhere to the views contained in paragraph 44 of my letter to Government, dated 17th May 1884, No. O—166, remarking on the proposals of the Education Commission The passage is as follows:—

"I would remark that I see no reason, so far as this Presidency is concerned, for employing Indian graduates, except Indians educated in Europe, more largely than they have hitherto been in the Colleges maintained by Government as recommended in the following section. So far from supporting this recommendation, I would gladly see the European agency, which is now very weak, increased by men of special qualifications from Europe. I would draw attention to the remarks of Dr Duncan in the letter appended. I agree, however, wholly with the recommendation that the qualifying period of service for officers of the Educational Department should be reduced and that a graduated scale of pensions based on length of service should be introduced. I believe few men can retain freshness and animation as teachers for many years in this country, whilst these qualities are essential to all good teaching. On the other hand it is, I think, desirable to keep a supply of fresh blood from Europe moving more rapidly than it can possibly now move in so small a service as that of education. Further, in regard to Inspectors, the character of their duties is such as to render it desirable that men should not be compelled to hang on as at present until they approach the threshold of old age. Long experience is of high value, but its value is greatly depreciated when the activity and energy of middle life are waning. Moreover it must not be forgotten that men joining the Educational Service usually come to the country later in life than those joining other services, and consequently often do not become entitled to the lowest pension until they are already advanced in years."

In October 1882, I wrote to Government in the following terms on the question of the institution of competitive examinations to fill up vacancies in Public offices:—

"In this Presidency higher education has made such advance that I do not think the competitive system is needed as a stimulus to education. What I venture to think is wanted is, to declare that certain higher offices in each Department shall not after a certain date be held except by men who have graduated in Arts, in Law, Medicine, or a Science as the circumstances of the case may require; nor that intermediate appointments of grades to be fixed for each Department, by men who have not passed the F.A. examination or examination relatively of a similar standard; and to lay it down as a fixed rule that the percentage of officials in each Department shall be distributed among Hindus, Mahomedans, Native Christians, and Europeans and Eurasians, according to a proportion to be fixed by Government, which, so far as Hindus, Native Christians and Mahomedans are concerned, might have some relation to their relative members; and that this proportion should be maintained except when men of the required standard, qualifications and character, under any head, are not forthcoming, no departure from the rule being permitted except with the sanction of Government. Unless some such restriction is imposed, I fear it is hopeless to expect either Eurasians, Europeans or Mahomedans to contend on equal terms with the Hindus, whose progress at school or college is ordinarily more rapid than either of the above classes, whilst they can afford to sell their services cheaper, at any rate, than Eurasians and Europeans. Heads of Departments will naturally seek to render their Departments more efficient by securing the most highly-educated men for vacant posts. To adopt the course, however, which I would now suggest, would mitigate the evil which might result from restricting their choice by fixing the general educational standard of qualification for higher appointments. Although the greatest number of able men cannot thus be secured, still no man could be employed in an appointment whose general educational qualifications were unsuitable. For some years many exceptions would necessarily have to be made in justice to men now in, or who may shortly join the service of Government; but the result would, in course of time, be that no Head of a Department would ordinarily admit a candidate whose general educational qualifications would not enable him to rise to the higher offices. The progress of higher education is now so rapid that I am persuaded the time has come when such a rule could be adopted in most Departments and most Districts without hardship so far as Hindus and Native Christians are concerned, and with this additional incentive to higher education before long in the case of Europeans, Eurasians and Mahomedans, and I think with manifest benefit to the public service. Such a system, whilst it would ensure the employment of well or even highly-educated men, would leave Departments at liberty to adopt or not a system of competition tempered by selection for admission to Government service and would unquestionably tend to foster higher education in a wholesome manner, as it would simply place a high premium on education, whether in Arts, Medicine, Law or Science obtained in the ordinary way in the schools and colleges of the country."

And again in 1884:—"This Government has, since the days of Sir Charles Trevelyan, followed, so far as the educational condition of the people permitted, the policy of encouraging higher education by bestowing State patronage on well-educated men, and further, advance has been made in this direction by several Departments of the State within the last few years, more especially by the Judicial, Registration, Educational, Medical and Revenue Departments. But I doubt whether the present system of leaving patronage unrestricted is consistent with the spread of higher education in the country, without producing considerable social, if not political, discontent among the educated classes. To remedy this I would urge that admission to all Departments be regulated on a system of modified open competition of two grades, one for superior employment, the other for inferior, a condition of admission to which competition shall be the possession of general knowledge of a certain standard, which, in the case of the Judicial Departments, should be, for superior appointments, a degree in Law—for inferior, at least the Matriculation Examination or a 1st class in the Middle School Examination: for the Revenue, a degree in Arts for the Superior grades, and for the inferior the same as in the Judicial line: for Medical employment, superior, the degree of Bachelor in Medicine—for the inferior, Licentiate in Surgery and Medicine: for the Public Works Department, superior, the B.C.E. degree—for inferior, the Overseer's certificate of the Civil Engineering College; for Registration, the B.A. degree; for Education, superior, the B.A. degree supplemented by the M.A. degree for professional posts—the F.A. Examination for inferior, excepting, of course, girls' and elementary schools, and in other Departments, similar standards. The Government have already accepted the principle in regard to the Public Works Department by G.O., No. 760, dated 4th October 1883. A part of the scheme should embrace the reservation of a certain percentage of the appointments to be competed for to each of the great sections of the community—Europeans, Brahmans and other Hindus, Native Christians, and Mahomedans. I will not say more on the subject here, but beg to refer Government to my letter printed in their Proceedings above noted. The adoption of some system of the kind would place the patronage of the State on a satisfactory footing, and remove all reason for the complaint that too often without office influence it is impossible for an educated man to obtain State employ, whilst it would ensure for the weaker sections of the population a fair proportion of public patronage until they are able to secure such proportion without special protection."

To these remarks I would only add that I am more strongly convinced now than ever, that it is essential to the successful working of all Departments that admission should be regulated by a modified system of open competition. My views on this matter were accepted by Government at first in regard to admission to the Public Works Department, in G.O., Educational, No 760, dated 4th October 1883, and, although the order was subsequently modified, still the system finally approved

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by Government (G.O., Educational, 16th July 1885, No. 443) and embodied in the new Rules of the College of Engineering is the main fulfils the condition I advocated—there being first an open competition for admission to the College and then a final selection by merit after completion of the course. Although for large Departments a general open competition should, in my opinion, be held, yet in existing circumstances even the Heads of small Departments can apply such a test, qualifying it in relation to the proportional representation of the chief classes of the population. I have followed this rule in my own office in which, taking the permanent scale as it stands on this date, I beg to state that there are two Europeans and Eurasians, four Brahmans, eight non-Brahman Hindus and four Mahomedans, while the Native Christian element is not represented, no suitable Native Christian having applied for employment in the office.

Particulars of the gazetted appointments are given in the enclosure in the prescribed form.

Existing organization and constitution of the Madras Educational Department.

1	2	3	4						
			Number of appointments in each class or grade now held by—						
			1	2	3	4 Natives of India.			
Department.	Total number of gazetted appointments, or of appointments not being purely clerical, of salaries of Rs. 100 and upwards.	Distribution of the gazetted appointments and the other appointments mentioned in column 2 amongst classes and grades, with rate of pay attached to each.	European not domiciled in India.	European domiciled in India.	Eurasians.	(a) Hindus.	(b) Mahomedans.	(c) Others.	(d) Total.
		Gazetted Officers.							
		1 Director of Public Instruction, Rs. 2,000-2,250.	1	..	..	..	..	..	..
		Graded Officers.							
		1st grade—1. Rs. 1,250-1,500.	1	..	..	..	..	..	..
		2nd grade—2. ,, 1,000-1,250.	2	..	..	..	..	..	..
		3rd grade—5. ,, 750-1,000.	5	..	..	..	..	..	..
		4th grade—9. ,, 500-750.	5	2	..	2	..	..	2
		Non-Graded Officers.							
		One, Rs. 800-1,000.	1	..	..	..	..	..	..
		Do. ,, 500-750.	..	1	..	..	..	..	..
		Two, ,, 600.	2	..	..	..	..	..	..
		Four, ,, 500.	4	..	..	..	..	..	..
		Do. ,, 400-500.	2	..	1	1	..	..	1
		Two, ,, 400.	..	..	..	1	..	1	2
		Four, ,, 300-400.	1	..	1	1	..	1	2
Education. ..	149	One, ,, 350 including a conveyance allowance of Rs. 50.	1	..	..	..	..	..	..
		One, Rs. 300.	..	..	..	..	..	1	1
		Six, ,, 200-300.	..	..	1	3	..	2	5
		One, ,, 200.	1	..	..	..	..	..	..
		Total ..	26	3	3	8	..	5	13
		Non-Gazetted Officers.							
		Five, Rs. 200-300.	2	..	..	3	..	..	3
		Two, ,, 150-200.	..	..	..	2	..	..	2
		Sixteen, ,, 125-175.	1	..	..	11	2	2	15
		Two, ,, 100-150.	..	..	..	2	..	..	2
		Eighteen, ,, 90-120.	1	1	5	10	..	1	11
		Deputy Inspectors.							
		1st Class 2. Rs. 250.	..	..	..	2	..	..	2
		2nd ,, 3. ,, 200.	..	..	1	1	..	1	2
		3rd ,, 5. ,, 175.	..	..	..	5	..	..	5
		4th ,, 10. ,, 150.	..	..	..	8	..	2	10
		5th ,, 12. ,, 125.	..	..	..	10	..	2	12
		6th ,, 29. ,, 100.	..	..	..	26	..	3	29
		Total ..	4	1	6	80	2	11	93

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Section III.—Sittings at Madras.

Witness No. I.—*1st August* 1887.

Examination of Dr. G. OPPERT, Professor of Sanskrit, Presidency College.

The *President.*

When did you enter the Department?—In 1872 as Professor of Sanskrit, having been appointed by the Secretary of State for that special chair, in which I have continued ever since.

Are you a member of the graded service?—Yes, I came out as such.

Is it desirable that the Professors of the College should be placed in a graded service?—It was the best system at the time, and as long as we have nothing better, I do not see how we could do without it.

It is suggested that the better course would be to place Professors on a different list; that Professors, in fact, are required to be as highly trained on the day they commence their duties as on the day on which they resign them; that in fact, you want the same standard of efficiency throughout; and that being so, it is said that the Professors ought to be engaged on salaries which will requite them at once, and that to put them on a graded list with officers whose duties are entirely different from theirs is a mistake. Do you think a system of grades is superior to a system whereby gentleman are engaged irrespectively of grades?—Irrespective of grades if there is something else. I mean if they come out as you suggest on a fixed salary, and at the same time could have something to fall back upon; such a system would be a better one, because a continual struggling about the seniority of one grade to another is not only disagreeable to the persons concerned, but also to the Head of the Department who has occasionally to decide conflicting claims.

Two schemes have been suggested to us; that Professors should be engaged for short terms, say, for five years', on such salaries as would be equivalent to any pensionary advantages. It is argued that in a small service you cannot afford to make a mistake, and that if by chance you get a Professor who, you find, is not able to communicate his knowledge, or ceases to be an advantage to the Department, it is advisable that you should be able to get rid of him at an early period. On the other hand, it is said you can only secure the services of good men by offering more continuous advantages?—I believe that applies to two different sets of people. That is to say, if you engage a person for a term of five years, you engage a person of acknowledged ability, and naturally have to pay for him a little more than for a person who comes out to this country young and has to a certain extent to make his reputation here. I believe if a man has an appointment elsewhere, and can be sure that he does not lose that appointment you would have no difficulty in getting him to come out for five years. But I do not believe you would find any man of special standing to give up for an uncertainty the certainty which he has at home of lucrative and honorable employment.

Do you consider that the graded system is superior to a system of increasing pay according to length of service?—The graded system as it is at present coincides with the salary. It was once the case in this Presidency that a man gave up his Professorship on being appointed an Inspector, and the system of grades was instituted for the purpose of securing the assistance of Professors. In fact, when the graded list first appeared in 1871, the Professors were all at the bottom of the list in the 4th grade, while the Inspectors were, one in the 1st grade, one in the 2nd two in the 3rd, and one in the 4th, so that the Professors had no chance of promotion, and it was owing to the change introduced by the present Director of Public Instruction that we now get the same advantages as the service in other parts of India.

You rise through the grades now?—Yes, irrespectively of the appointment held.

Is promotion regulated by seniority or by selection?—I do not know. I take it that if a man is inefficient, he naturally ought not to be promoted; otherwise, it is a very dangerous principle to go on.

But is seniority the principle which regulates promotion?—It has been observed in filling up graded appointments. A senior who is able to work would naturally be selected. I have written a note on the subject of this inquiry which with your permission I will read (*reads*):—

I am at this moment the Senior Member of the Graded Educational Department of Madras, having been appointed to the Professorship of Sanskrit in April 1872, and having arrived in this country on the 14th November of the same year. Throughout this time I have remained in the same post to which meanwhile in 1885 the subject of Comparative Philology has been added.

I intend to offer evidence on the constitution of the Department and the prospects of promotion and of pension it holds out to its members.

The Department contains a Graded and an Ungraded service, though this term is no longer applicable, as the latter has also been graded of late. Some of my colleagues in the un-graded list have the intention of dealing with their branch and are quite competent to do so; I shall confine my

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remarks therefore to the Graded Department. Originally there were no grades in the Department, in fact they were introduced into this Presidency much later than into the other Presidencies, though the 87th section of the despatch of the Duke of Argyll, dated the 24th June 1860, introduced an increased scale of pay for the graded officers of all the Educational Departments throughout India, but this despatch remained a dead letter in this part of the world owing to the opposition of the then Director of Public Instruction, Mr. E. B. Powell. When at last a gradation was granted, the salaries were still considerably lower than in the other Presidencies, and the pay and position of all the Professors were fixed permanently in the lowest or 4th Grade, while the G.O. of the 3rd October 1871, No. 203, gave to Inspectors one place in the 1st and 2nd Grade, two in the 3rd, and one in the 4th Grade. Removal to an Inspectorship was therefore in those days regarded a promotion for a Professor. This assumed superiority of Inspectors over Professors was caused by the peculiar circumstances which prevailed when the Educational Department was first constituted. Education was then still in the nursery. Some Teachers could teach, but many more had to be taught their lessons, and the Inspectors were in those days not only Supervisors, but also Teachers. Their duties were, perhaps, not very elevated, but they were extremely important, and the work they had to perform was worthy of recognition. On the other hand, the Teachers in those days were general dealers. I remember an old, now departed, friend tell me that he was Professor of Mental Philosophy, of Political Economy, of History, of English, and of Mathematics. If I am allowed to compare great things with small things, Professors and Teachers dispensed in those days mental provisions like grocers do their stores. But the more education spread and the more it advanced, the greater became the necessity to improve it, and this object could only be obtained by choosing specially-qualified men to teach certain subjects. Thus Specialists found their way to India.

Meanwhile as the number of schools had greatly increased and the classes they contained, to assimilate the different standards prevailing, special school examinations were introduced throughout the country. Lower and Upper Primary, the Middle School or Upper Fourth Class, the Comparative Fifth-class Examination, together with those conducted by the University, relieved in time considerably the work of the Inspectors, which had then been more and more confined to the lowest classes. It is true an Inspector has still a great amount of work at his hands as supervisor of his subordinate Inspectors and as official adviser of the Local Fund Boards and Municipalities, but, on the whole, his position is totally altered, and it seems hardly necessary to keep up a highly-paid staff of Inspectors, to perform duties which can as well be done by lower-paid officials. More Inspectors at less pay and with a smaller area of inspection are all that is required.

I do not see why such posts should not be given to well-qualified, honest and loyal Natives of this country. I do not think though that all the Inspectors should be Natives, *i.e.*, Hindus, for there are also other schools which require inspection, and which will perhaps not fare well at the hands of Hindu or Muhammadan Inspectors, I mean, *e.g.*, Missionary and such like institutions. Besides, there may exist a necessity of superintending more thoroughly the Native Deputy Inspectors, and that can, perhaps, be done more efficiently by an energetic European or Eurasian. On the other hand, the existing system has not proved itself a success, as, *e.g.*, corruption is still going on in the lower branches of the Inspecting Service. At all events, the question deserves great consideration before a final decision is arrived at.

While the days of highly-paid Inspectors are numbered, Specialists are wanted, but to induce a man of eminence to come out to this country, he must be tempted by peculiar favorable conditions, for he does not only sever his connection with his home, but runs the risk also of losing touch with the new important scientific discoveries. It must also not be forgotten that teaching in this country exercises a heavy strain on the mind, and prematurely even weakens the strongest constitution. Of all the Professors who were at the Presidency College when I arrived in this country, only Dr. Duncan is alive. Mr. Thompson, Mr. Gordon, Mr. Evans, Mr. Sesha Aiyangar and Mr. Joyce are all gone, as well as Mr. Gopal Rao of Kumbakónam, and all at the best time of life. While, if we except Mr. Kershaw, all the pensioned Inspectors continue to enjoy their *otium cum dignitate*, and Mr. Powell, as well as Mr. Porter, are still in the land of the living, as they were earlier relieved of their duty of teaching.

A European Professor at an Indian College is in a peculiar position. In Europe, where nothing of his teaching work is known, his literary ability is only appreciated, while hardly any attention is paid by the authorities of this country to this important item, and the main question is, whether his pupils pass successfully the prescribed examinations. Under writing, I do not understand editions of English to other text books, but works of some scientific pretentions. I think that Government should encourage publications of a scientific character. I do not speak for myself, though I have met with very little encouragement, and, while Covenanted Civilians are generally praised and substantially rewarded for their publications, my attempts at authorship have been simply recorded, but on the other hand, it is true, the Professor of Sanskrit is, instead of other publications, most regularly provided every year by Government with the reports of the Lunatic Asylum. The scale of pay which is at present adopted in the Graded Educational service, I believe, is on the whole not insufficient for the present incumbents, and if the G.O. of the 30th March 1881, No. 94, is firmly adhered to, there ought to be not much cause for complaint. As long as the general principle of seniority tempered by selection prevails, no difficulty can arise, for selection can only be applied in case of inefficiency on the part of the superseded; and the earlier the Department dispenses with an inefficient officer, the better. I must admit that up to now, the present Director of Public Instruction has firmly, and, if I may be allowed, rightly, adhered to the system of seniority in the filling of actual vacancies, but I do not see why this principle should not also be applied in cases of acting appointments. It is laid down as a general rule that personal considerations should in such cases give way to the exigencies of the

Service. Certainly, the exigencies of the Service should be regarded as tantamount, but as always are to be considered the personal considerations towards two persons the exigencies should not always be applied against one and the same person. The exigencies of the service may require, I admit, an official from the Mufasal to come down to Madras. Madras is a dearer place than the Mufasal, and it appears at first sight equitable that an official transferred from the Mufasal to Madras should obtain some compensation. But, on the other hand, an official located in Madras has always been living at a greater expense than his colleague in the Mufasal, and has drawn the same rate of pay as the latter, so that the Mufasal official is doubly favored when coming to Madras. Officials in the Mufasal are pecuniarily rather better situated than their colleagues in Madras, and if the former are Inspectors, they can fall back on their travelling and halting allowances, being moreover often favored with the charge of editing easy primers and readers for which they draw an extra allowance. I fill, it is true, the post of Telugu Translator to Government, but such an appointment is not confined to the Presidency town, as the Tamil and Malayalam Translators live actually in the Mufasal.

To remove all these grievances, I advocate that promotion from one grade to another should be granted after a certain lapse of time, and not left, as is now done, to chance; that one more First-grade and two more Second-grade appointments be sanctioned; and that seniority should also be observed in the gazetting to acting appointments.

The pension of an Educational Officer is dependent on the grade to which he belongs. This limitation is objectionable. At this moment, as I am still in the Third grade, I can, if invalided, only draw Rs. 2,000 a year, while if I were in the Second grade, I should draw Rs. 3,000. In the Public Works Department and in the Ecclesiastical Department, pensions can be obtained after a certain number of years, but in the Educational Department pensions are only given if a person is invalided before his time after 12 or 15 years, service, or if he retires at 55 or 60 years of age. A fixed graduated system of pension to be paid in English pounds sterling is a necessity for European Educational Officials, as the value of the rupee is rapidly falling, while in India the rupee has pretty much retained its original value.

I have confined myself to these few remarks, as I know some of my colleagues will ventilate other subjects.

The *Director of Public Instruction.*

In the aggregate, how many months of supersession have you to complain of since the reorganization of the Department?—Six months, at three different periods.

The *President.*

You have said that you could find in this Presidency Natives well qualified to undertake the duties of Inspectors?—Yes; I believe I could. I believe there is a Native Inspector in this Presidency at present.

Do you think that inspection work might to a very much larger extent, if not altogether, be undertaken by Native agency?—Yes.

You are aware that in this Presidency you have a Native gentleman who is a most able Mathematical Professor?—Yes.

Putting aside that exceptional instance, to what extent do you think you at present have Natives who would be competent to man the Professorships of our Colleges?—That is a very difficult question, to answer which I ought to have a greater acquaintance with the qualifications of individuals. I believe there are some. For instance, the late Mr. Gopal Rao was a first-rate scholar in English, and was regarded as one of the best English scholars among Natives; in fact, it was said of him by Mr. Porter that he taught English as well, if not better, than he himself did.

Generally speaking, would it be possible largely to reduce the staff of Professors now employed?—I do not think so. I rather think it should be increased if we go in for specialists. Under the present system, there is hardly much reduction possible. The only Professorship which might have been abolished is the Professorship of History. The study of History, if properly pursued, ought to have a great future before it in this country.

If you do not require so much European agency in the Inspection branch, would you find employment as Professors for gentlemen now engaged in Inspection work, or do you think we might recruit the Department to a less extent from Europe?—I see one Inspector present who would make a very good Professor if he chose, but with this exception, the qualifications of Inspectors are so different, and they have been working so long in quite a different direction, that, as a rule, I do not think they would care to be made Professors.

You propose in future to substitute Native for European inspection?—To a certain extent, yes.

We have seventeen European officers in the Department, and if in the future you substitute Native for European Inspectors, you will not require that number of Europeans?—Not for employment in the same manner.

You would not reduce the European strength of the Department because specialists are required as Professors?—I mean that if you want specialists at this moment, you would only get Europeans. It is not necessary that this should always be the case.

Do you want so many European Professors as you have now?—Unless we find Natives who can undertake their duties.

Have you Natives at hand who could take the places of the European staff in the Mufasal Colleges?—I know some very able Native gentlemen, though I am not thoroughly acquainted with their qualifications; but there is no reason *in abstracto* why a Native should not be as able as a European to perform certain duties. At the same time, for special studies we must continue to have recourse to Europe.

Are there any Native graduates whom you think competent to teach Physical Science up to the B.A.?—I believe, as a matter of fact, they do in certain places—in Vizianagram, Rajamundry, for instance; but I believe that the training which the European undergoes in England is wholly different from what a student undergoes here. In Europe he undergoes a special training in a special subject; and therefore, unless we alter the

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training of Native students, we cannot expect them to be at home in science. These European scholars have for years and years concentrated their study on one particular subject, which Native students cannot do.

You think the education obtainable in India is not of a character that would equip a Professor so thoroughly as the education given in Europe?—Certainly not.

Would you have the Professor of English Literature a Native or a European?—*Primâ facie*, I would say an Englishman would be a better teacher of English and that, *primâ facie*, a Native was more conversant with his own language.

Have you known many Native graduates who have such an extensive knowledge of English Literature as the late Mr. Gopal Rao?—I know, at all events, three or four who read a great deal and have a very extensive knowledge of English.

I believe in this Presidency English Literature has been very long and carefully cultivated?—Yes.

Is there a substantial number of Native graduates of distinction in this Presidency who are capable of filling chairs in Mathematics?—I believe there are.

Do you think it desirable, while retaining one College at the Presidency town equipped with the most competent Professors obtainable from any race, to leave the other Government institutions to supply their wants from the country itself?—If they can find sufficiently good teaching staffs.

Do you think they would find sufficiently good teaching staffs?—Not in every subject.

In what subjects?—Physical Science.

History?—History is a most difficult subject to teach properly in this country. The historian must be also a philologist. As history is now generally taught, a Native will not find much difficulty in teaching it.

Do you think in your own Department of Science you could find Native Professors for the other Government Colleges in the country?—With respect to Sanskrit, there are certainly Natives who must know Sanskrit much better than a European.

Philology?—The difficulty which Natives have to contend with in this particular subject is that they are not grounded in the classical languages of Europe, and in consequence they have to undergo an additional training if they want to compete with Europeans in a subject with which Europeans are familiar from their first youth.

Mr. *White*.

I suppose you have no objection to any Native being appointed a Professor in the Presidency College, or in any future institutions that may be established, if he has all the necessary qualifications?—Certainly not. If any Hindu gentleman of ability would go to Europe and finish his education there, he might be, in my opinion, equal to any European scholar.

Witness No. II.—*2nd August* 1887.

Dr. Bradshaw.

Examination of Dr. BRADSHAW, LL.D., Inspector of Schools.

The *President*.

I believe you were a Gold Medalist in English Literature in Dublin?—Yes.

And that in your College class you came out very near to Mr. Gibson, the Attorney-General for Ireland?—Yes, we were two of the best men in our class.

In what year did you join the Educational Department?—In 1870. I had been Head Master of Bishop Corrie's Grammar School two years before.

What was your first appointment in this Department?—As Head Master of Mangalore College, and after holding that appointment eighteen months, I was appointed an Inspector of Schools, which office I still hold.

Have you had any tutorial experience since?—No.

What do you think of the present constitution of the Department as a graded service?—I consider the graded system is unsatisfactory, because promotion in it is uncertain and dependent entirely on death or retirement—in some cases abnormally rapid, in others long deferred. While in other services, such as the Medical or Ecclesiastical, a man knows that if he does his work for years he will get something more, a distinguished University man might have served for twenty years, and yet through a block in the Education Department not rank so high as a Surgeon-Major or a Chaplain, or he might have taken the highest honors in College and be spoken of as one of the best men in his year, and yet, after ten years in the Department, might find that the man who had merely scraped through College and entered the Church or the Medical profession was in a much better position as a Chaplain or an Army Medical man. I consider it anomalous that an Education Officer must attain the second grade before he ranks with a Surgeon-Major, that is, a man of ten years' service, and must have attained the first grade before he can rank with a Senior Chaplain also a man of ten years' standing, especially as the Education Officer does not attain his rank by a fixed period of service, but only through death or retirement. Again, the Pension Rules of the Uncovenanted Service are not suitable for the class of men who are employed in the Educational Department, not only in consequence of the length of the service required, but because the amount of the pension depending on the amount of salary enjoyed by the officer for the five years previous to his becoming entitled to pension, many men are induced to hang on who might have retired, and so cause a block in promotion. At present, it is necessary that a man should draw Rs. 1,000 a month to qualify him for full pension. Again, the retention of men over fifty-five years of age who have qualified for the higher pension is unfair to the rest.

Would it be better to abolish the grades and have a service of Professors engaged for a term of years or on fixed salaries?—I would have both;

I would have a service in which men would get promotion after a fixed period, and I would also have Specialists, men of eminence in certain subjects at home, who would come out here for a period on such pay as would induce them to come. I mean men whose reputation was such that they might feel confident that, after being out here for a term of years and acquiring some experience, they would be able to revert to their own duties in their own University.

Have you arrived at such a stage of Educational development in this country that you could materially diminish the recruitment of Professors from England so far as this Presidency is concerned?—It would depend on the duties you would require of your Professors. If you call a man a Professor who simply teaches the subjects for the F.A. and B.A. examinations, men of that class could be had here; but if you want men for a College which is to be a model and standard for others, you should endeavour to induce men of the highest ability to come out for special subjects.

For such subjects as you could not secure the highest talent in India to teach?—Quite so.

But for ordinary teaching in ordinary Colleges, you consider you could find a certain number of capable men in India?—Yes, up to a certain standard.

Has the time arrived when a considerable amount of Inspection work might be made over to Native agency?—That also depends on the nature of the inspection.

Will you kindly tell us what the duties of an Inspector are, or should be in your opinion?—At present there are eight Inspectors, three or four of whom have very large ranges to travel over, some having four districts under their inspection. They have on an average ten or twelve Deputy Inspectors under them, and some have from twenty to thirty Inspecting Schoolmasters below them again. The present duties of an Inspector are the examination and inspection of all institutions from Colleges to Primary Schools if he has time for them, and the supervision of the work of his subordinates. He is also in frequent consultation with the Presidents of Local Fund Boards, and Taluq Boards, and has to carry on much correspondence on the subjects which may be referred to him by the Director of Public Instruction, besides a good deal of administrative work. So far from holding the same views of the work and duties of Inspectors that Dr. Oppert appears to do, I consider that, for the post of Inspector of Schools, one should endeavour to obtain a man of the best scholastic and social qualifications, such as are equivalent to, and required from, one of Her Majesty's Inspectors of Schools at home—that is, men who are both gentlemen and scholars as a rule. I do not think it would be at all well that the position of an Inspector of Schools should be lowered in this country. So far from that, and in order that the efficiency of the Inspector in respect of the work he has to do should be maintained at the highest possible point, I think it would be better that the number of Inspectors should be reduced, and a larger range given to each and his work made somewhat different. I think that under the Director of Public Instruction there should be two or three Deputy Directors or Inspectors-General of Schools, or they might be called Assistant Directors. There should be one of these officers, say, for the Northern Division, the West, the South, and under these three Inspectors-General I would have for every two districts, or in some cases for every one district, such for instance as North Arcot, a man with the title of Inspector of Schools, who might be a Native or a European. I consider that at the present time the amount of area which the Inspector has not only to travel over, but to supervise generally, precludes his visiting as many schools as he ought and his seeing that the work of his subordinates is done as it ought to be, and further, that it throws into the hands of the Deputy Inspectors, many of whom are very estimable men, but many of whom, on the other hand, are not yet men of that uprightness—in all cases at all events—that we could wish to have—I say it throws into their hands the disbursement of the entire money which is spent on result grants. I have rarely myself time to examine schools for the result grants; and therefore I consider that the Inspectorate should be largely increased and composed of a different class of men; that the Inspectors-General should be men recruited from the same class as Her Majesty's Inspectors in England, or from men who have actually put in some period of service as such. As regards the funds necessary for carrying out this arrangement, there are 180 Inspecting Schoolmasters in the Presidency. That was a very good agency at the time it was instituted, and if the idea had been carried out as it was intended to be some twenty or twenty-five years ago, when the Local Funds Act came into existence and there were no elementary normal schools and very few men who could teach. In those days, men were selected to go about and instruct the Indigenous Schoolmaster in his duties and how to teach and work up his school for the examination of the Deputy Inspector. I consider that this agency to a great extent is now no longer required, and further that it has become an injurious agency in many respects ever since the change that was made as regards the payment of Deputy Inspectors of their travelling expenses not by mileage but by a fixed travelling allowance. It is owing to this arrangement that the majority of the Inspectors I have come across have been in the habit of travelling about in the Inspecting Schoolmasters' bandies. The Inspecting Schoolmaster has one taluq, the Deputy Inspector three or four. Another difficulty is that they play into each other's hands very much. If the Deputy Inspector is not an upright man, the Inspecting Schoolmaster very soon sees this, and the result is that they are virtually in league as regards the amount of grant to be made to the school, or the Inspecting Schoolmaster, having assisted the Deputy while he is examining, goes on to the next school and communicates to the Schoolmaster the questions which will most likely be asked. The number of questions may be very limited in the elementary class. At all events, whether upright or not, I consider this agency is no longer required, and if we had men of the stamp of the present Deputy Inspectors (whether they were Natives or Europeans would not matter, so long as they were well acquainted enough with the language of the country) to have the supervision of two districts and the title of Inspectors of Schools, and above them

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the three officers I have mentioned, I consider that the inspectional work would be much better done. On an average each Inspecting Schoolmaster gets nearly Rs. 50 (fifty) a month including batta. There are at present eight Inspectors of Schools and their average pay would be Rs. 70,000 and three Inspectors-General on Rs. 1,000 or Rs. 1,200 a month would leave Rs. 4,000 over. Rs. 1,000 a month would cover the cost of salary and travelling allowance of an Inspector.

The *Director of Public Instruction.*

From what source are the Inspecting Schoolmasters paid?—From the Local Funds.

Are they equally distributed throughout the country?—No; in one district there are none.

Mr. *Ramaswami Mudaliyar.*

And the Deputy Inspectors are paid from the Provincial Funds?—Yes.

Is it necessary we should have Inspectors for the Collegiate Department in the Mufasal?—No. I think that in case of a High School under a European or Native graduate of recognized ability, it would be sufficient that the institution was open to inspection.

Up to what class is it absolutely necessary we should have inspection?—A High School may have a Primary and a Middle School Department, and if we were to say that any class above the fifth should be examined, then it might so happen that there was an institution which would require a visit under certain circumstances.

But as a rule up to what class is it absolutely necessary there should be strict inspection by an Inspector?—I think every school should be visited.

Except the Collegiate Department?—It is a question, of course, whether the Collegiate Department should be under inspection or not, but it should be open to inspection. Every aided school should be open to inspection.

Will it not lead to some friction if the Inspector visits the Collegiate Department, which is perhaps under a man equal to himself as far as pay and position is concerned?—The examining of the school might be absolutely unnecessary, but there might be some matters connected with the institution which the Inspector should look to—the compound, the library and books, for instance.

Comparing the work of an Inspector in India with that of an Inspector in England, do you think the work of both is much the same, or is it the Deputy Inspector who discharges the work which corresponds to that of an Inspector in England?—That I do not know.

Mr. *White.*

Are First-grade Colleges directly under the control of the Director of Public Instruction?—I believe so. First-grade Colleges are immediately under his control, and an Inspector would not as a part of his regular duties be required to examine the College classes. But an Inspector on his visit would have a perfect right to walk through the College Department, and, if he thought fit to bring anything to the notice of the Director, he would do so. When I inspected St. Joseph's College, Trichinopoly, in March last, I examined the classes in the High School and Middle and Lower Department, and went into each College class and heard each of the Professors teach, not merely as visitor, but as an Inspector; I also visited the library and class-rooms to see to the state of the furniture, and so I inspected the Collegiate portion as well as the Primary and Lower Departments.

The University tests the work of these Colleges and High Schools down to the Matriculation class, and below that we have a Middle Class Examination, which is conducted by separate agency, and also various Primary Examinations, so that the work of the schools for all these standards is tested by a special agency?—It is.

The *Director of Public Instruction.*

Are you aware whether the very strong opinion you have expressed in regard to Inspecting Schoolmasters is shared by the majority of Inspectors?—I think they are coming round to my view.

Mr. *Ramaswami Mudaliyar.*

Have you brought your views to the notice of the Director officially?—When cases occurred, I did so, or to the President of the Local Fund Board, who is the superior officer of the Inspecting Schoolmasters.

Have you had to report many such instances?—Yes. I received only yesterday morning a letter of complaint.

Mr. *White.*

How would you define the duties of the Inspectors-General?—They would have a larger area and more work in some respects, and less in others, than the present Inspectors of Schools. The present Inspectors might be relieved of some of the work. For instance, much of the clerical or office work would be considerably reduced if the Inspecting Schoolmaster agency were abolished, and if the number of Deputy Inspectors were reduced, the Deputies being under the Inspector of the two districts, the Inspector-General would have a higher class of schools to examine.

The examination of schools is provided for already?—I do not consider the number of pupils who pass in an examination a sufficient test of the efficiency of a school. There are some classes which are not examined; the Departmental Comparative Examination is held in the school in which the boys are taught, not in a central place as the Middle School Examination is, and there is no test at present for the Lower Fourth Class or for the Third Class, and even if there were, or even in the case of higher schools which are tested by the Matriculation Examination and other examinations, I do not consider that that test gives one a sufficient insight into the condition of a school. I consider that the school should be visited, even though we can gauge the teaching by the result of an examination. The Government grants are made subject to conditions the performance of which would not be manifested by the results of an examination.

Is it on this ground that you consider inspection necessary even in schools which submit their pupils to public examination?—Yes.

That is, you have to see that the conditions of the Grant-in-aid Code have been fulfilled?—There may be many things to be seen to in a school which are not in the Grant-in-aid Code.

Would not the Inspecting agency be rather an expensive one to employ in seeing that the conditions of the Grant-in-aid Code are fulfilled, and that other matters, not involving any such high scholarship as would be required for testing schools, are brought to the notice of the Director?—I think there are higher duties which would be required from a person in the position of an Inspector of Schools, and for which you cannot get a man with the necessary qualifications unless you offer sufficient inducements.

Could not such a man be found in the country?—A man capable of examining a Third or Fourth class no doubt, but that is not all that is wanted.

But to see that the conditions of the Grant-in-aid Code are fulfilled and that the school is otherwise properly managed?—You could get a man on Rs. 70 a month to do that.

And therefore it is not necessary to have such an expensive agency as you propose?—It is; you could get a Barrister to be Chief Justice for Rs. 500.

The *President*.

Have you anything further to say?—Yes. Dr. Oppert was asked with reference to the ability of Natives to hold certain Professorships. I may say that the subjects with which I am most familiar as an Examiner are English Literature, History, and Political Economy. In these subjects I have examined for the M.A. degree for the last eighteen years, and my impression is that I have not yet met any candidate in English Literature who would take even second honors at an English University. I may mention that within the last few years a candidate who appeared and was examined by me for the M.A. degree did not get sufficient marks on the whole to pass, but was allowed to pass by the other Examiners. He knew his books pretty well, but nothing outside of them. He had worked up sufficiently well two or three plays of Shakespeare, a book or so of Milton, and a small portion of a dozen or so of English authors, to get a maximum of marks for a pass, but on the whole he was below the mark; and he is not an isolated case of the standard and stamp of man who expects to go out from the University as an M.A. in English History or Literature or any other subject; whereas he ought to be a man to whom a friend might go for an explanation of some passage or to ask when such and such an event occurred in the whole of English Literature and English History. There is no depth or breadth in their knowledge.

Is there any ground for the complaint which is made in this and other presidencies that many of the F.As. and Matriculates are so imperfectly acquainted with English that they are unable to follow lectures in Science delivered in that language?—I am not at all surprised to hear that the complaint has been made. I have met in the South Arcot District a man, recently from College, who could not understand a word of English, owing to the fact that throughout his whole course he had never heard an Englishman speak. I have met many Schoolmasters who had only passed the Matriculation examination and were better teachers of English than others who could boast the possession of the B.A. degree.

Witness No. III.—*2nd August* 1887.

Examination of Dr. Wilson, Doctor of Philosophy, Heidelberg University, Fellow of the Institute of Chemistry, of the Chemical Societies of London and Berlin, and Professor of Physical Science, Presidency College. *Dr. Wilson.*

The *President*.

When did you enter the Department?—I joined the Educational Department twelve-and-a-half years ago, having been appointed by the Secretary of State. I was the first Science Professor appointed in this Presidency.

Is it desirable the Department should continue to be a graded service?—Certainly, otherwise there would be no inducement to men of capacity to join it.

Is it possible under the present system to do justice to the claims of Inspectors and Professors?—I cannot speak for the Inspectors, but as regards Professors, and especially Professors of Science, I know that, unless the inducements to enter the service remain at least as great as at present, it will be difficult to obtain suitable men.

It has been suggested to us that, instead of having a graded system, it would be better to engage Professors for a term, or on salaries increasing with length of service?—I quite understand that the present system does not secure the best men. There is no system here like that which obtains in England and the Colonies of advertising when a vacancy occurs in the scientific and other papers and inviting candidates to send in their names and certificates and testimonials, which are then considered and selections made of what appear to be the fittest men. In the case of an Indian University, no applications are invited, but the India Office refers to some Professor or other with whom they are intimate. For instance, in the case of Chemistry, they always used to refer to Dr. Frankland, and Dr. Frankland as a rule used to offer the appointment to his Assistant. That is how I was appointed a Professor, and how Dr. Pedler and Professor Hill of Allahabad were appointed Professors. But a system of that kind gives no guarantee that there will be proper appointments. In some cases they do secure good men, in others they do not.

Perhaps you are aware that it is customary to refer to two or three scientific authorities in Europe to obtain qualified men for scientific appointments, for instance, appointments in the Geological Department?—I am aware of that.

What system would you suggest?—I think some plan should be adopted like that which is followed in filling up similar appointments in English and Colonial Schools in the Educational Department. I mean advertisement in Educational and other journals, and a Committee to examine the applications and make the selections.

Is there any necessity at all for obtaining Professors from England?—Speaking for this part of the country, I am of opinion that more and better science teaching is the country's greatest Educational need. Scientific Education in this Presidency is even now in its most elementary stage. I refer, of course, to Physical and Natural Science. No agency at present exists for training. Although last year 6,500 candidates appeared for the Matriculation Examination of this University, all of whom were examined in Elementary Chemistry and Physics and were supposed to have been taught these subjects, we have not a single Science College or a single Institution where a sound education in science can be obtained. The Presidency College has had two Science Professors for the last eighteen months, but for eleven years, I was the only Science Professor, and I was expected to teach in every other subject, which I did with varying degrees of inefficiency. In the subjects I have mentioned you must certainly go to Europe for your Professors for many years to come, until you have institutions in this country such as are numerous in England.

Do you think Professors can be found in India competent to teach English Literature?—I think we require European Professors of English also. At present the pronunciation of a great many of our Graduates is very defective owing to their having been taught by Natives. As Registrar of the University I receive an enormous number of letters, mainly from students of different grades, and I can assure you that the B.A. English is open to improvement. A certain proportion of European teachers of English is, I think, necessary. I admit that there are many Natives qualified to teach English in the highest classes. The late Mr. Gopal Rao was an excellent English scholar, and there are several other Native teachers nearly his equals. I notice that students educated at institutions in which no Europeans are engaged have generally a very imperfect pronunciation and defective accent.

You do not think we could find many men in this country capable of teaching English Literature?—Not many; you might a few.

And with regard to Mathematics?—For the last thirty or forty years we have had good Mathematicians in this country, men like Messrs. Powell, Porter, Fortey, &c., and their teaching has borne good fruit.

There have been also Native students who have distinguished themselves in this subject?—Yes. It is the subject, I suppose, in which we have had higher teaching than in any other.

And therefore in this subject the supply needed could be obtained in the country itself?—Undoubtedly.

As regards History?—History, so far as my experience goes, as it is taught here, might be taught by almost anybody.

The teaching of History is not very advanced in England either?—No.

Is it necessary that inspection work in this country should be done mainly by Europeans?—The fact that we have in this country public examinations for testing education from the elementary to the most advanced stage appears to me to render any great inspection agency unnecessary. We have the Matriculation Examination to test the work of higher schools, the Middle School Examination two years before that, and examinations of a still lower standard. This is the largest University in the world so far as the number it examines is concerned. Last year we had 6,500 candidates for the Matriculation and this year we shall probably have 7,000. We had 1,600 for the F.A. Last year the Madras University examined altogether more than 9,000 candidates, which is about 2,000 more than the Calcutta University examined. It has fewer Matriculates, but more candidates for the B.A. and M.A. than we have. I think we might proceed to raise the standard a little. As education extends it becomes shallower and shallower.

I believe you took a leading part in a reform of the curriculum of the Madras University, the object of which was to enable students to devote themselves to special subjects at an earlier period of their scholastic training?—Yes.

Do you think it will ensure that the students are more thoroughly trained in special subjects?—I think the present curriculum is in many respects inferior to the one it superseded. I never approved of the present curriculum. Its greatest defect, in my opinion, is that it permits students to specialise in a particular branch of science without that general knowledge necessary to specialisation. A man may obtain his degree in Chemistry, for instance, without knowing anything at all about Physics, or Mathematics, or Biology. A course of study such as this is not calculated to produce men of scientific attainments. It is also far too short for the purpose.

Are there not many things an Inspector has to do besides testing the teaching capacity of schools?—There is nothing that cannot be equally well performed by a very much less expensive agency than that at present employed for the purpose. Teaching in all its stages is tested by public examinations, and you do not require men on Rs. 1,000 or Rs 1,500 a-month to see whether class-rooms are of a certain size, whether there is a black-board, &c.

Could Native agency effect all that is now required?—I think so.

Have you ever heard the complaint made that the lower Inspection agency is not altogether reliable?—I have heard it stated, with reference not only to the Educational, but to every other Department, that the Native officials are corrupt; but I believe there is less cause for the accusation in the case of the Educational Department than in any other. I have heard of Deputy Inspectors reporting on the results of examinations of schools which they had never visited, but I cannot vouch for the truth of the charge.

During the twelve years you have been in India, have you noticed considerable improvement in official morality as one of the results of Education?—Officers of the Educational Department have no great opportunity of judging of official morality; but so far as I am capable of forming an opinion

on the subject, I consider that our education system has improved morality. I can only speak of twelve years back, which is a very short time in the history of a country. You must not always judge by what people say. They may profess to have a horror of bribery and corruption and yet themselves be addicted to such practices.

Do you consider that there is a sufficient number of Native gentlemen who, from the fact of their being Natives, would be in a better position to repress these practices than Europeans are?—Of course Natives from their knowledge of Native habits and customs and modes of thought are in a much better position for detecting malpractices on the part of officials of their own nationality than Europeans are. On the other hand, they do not generally take quite the same view of these things that Europeans do, and, in addition, they have caste prejudices, and the claim of relationship and friendship to contend with.

Would not that fact also assist them in obtaining information of wrong-doing?—Undoubtedly it would. I myself believe in a mixed agency of Natives and Europeans on a perfect equality as regards recognition of services and ability.

The *Director of Public Instruction.*

Have you any idea of the amount of money for result grants passing through the hands of Inspectors and Deputy Inspectors?—No.

Mr. *White.*

Would it not be a better system, with a view to getting rid of bad bargains, to bring out men to this Department for terms of years?—You would not, except in a very few cases, get capable men to come out for a term of years.

The *President.*

Are men being brought out from Cambridge, high Wranglers, for the Alighur College on very small stipends and for short terms?—You must remember that in England there is a surplus of men who have taken their Literary and Mathematical degrees. I would like to point out that Science teaching should be on an altogether different footing from Literary teaching, under which I include such subjects as History and Mathematics as well as Languages. None of these subjects require any special appliances, and can be taught in an ordinary class-room with a black-board, whereas for teaching in any branch of Physical Science, you must have laboratories and special appliances of various sorts, things which are very costly and expensive, and without which there can be really no advanced teaching. As teachers you must have men who have undergone a long and more expensive training than is generally the case with teachers of History or Literature or even Mathematics, who possess knowledge which can be turned to account in many other ways besides teaching. Such men are very much more difficult to procure than ordinary University Graduates who may be had in any number.

Might you not attach to the Presidency College a Science Department which would afford instruction to the pupils of other Colleges in the Presidency Town, and to pupils sent from the Mufasal Colleges, specially for these studies?—If in addition to a Professor of Chemistry and a Professor of Zoology we had Professors of Physics and Geology we should be in a much better position than we are now to give a sound scientific education, it being understood that these Professorships were equipped with all the appliances for making the education thorough. For years past I have been advocating such a course, and insisting on the necessity of having at least one Science College in the Presidency; but the idea seems to prevail that it is preferable to teach a smattering of science at a number of different Colleges instead of offering a complete scientific education at one.

If you had all that in the Presidency College would you see any objection to allowing students from other Colleges to attend these classes?—Certainly not; I would recommend the founding of scholarships and inducements to that end.

Mr. *Ramaswami Mudaliyar.*

As regards English teaching, as a matter of fact, almost all your B.As. are taught by Europeans?—They may, in the highest classes, be taught by Europeans, but for how many years have they received instruction from Native teachers only? As a rule in the Mufasal B.A. classes are taught partly or entirely by Natives. I do not refer to Government Colleges, but even in them there are many Native Professors.

They are examined as a rule by Europeans?—Not necessarily. Moreover, all examinations necessarily have many defects, especially written ones. They do not, for instance, reveal faults of pronunciation.

The *President.*

Have you anything further to add?—Only one thing. In the Madras Educational Department we have only one first-grade and two second-grade appointments, the others being all third and fourth grades; whereas in Bombay, with a Department certainly no larger than ours, and I imagine smaller, they have three first and three second grade appointments. The consequence is that in our Department the great majority of the present fourth-grade officers have very little prospect of ever rising beyond the third grade. I think this should be corrected by the creation of some additional first and second grade appointments.

In connection with what has been said on the subject of obtaining the services of Professors for a short term, I would remark that in some cases it is possible and even desirable, but not in all. A man might wish to come to India for a few years to study Oriental Languages, or, if a Naturalist, to make himself better acquainted with the tropical *flora* or *fauna*, or to devote himself to investigation which can only be pursued in this country, as, for instance, some particular group of organisms. If provided with proper facilities he might do good work in teaching and at the same time make for himself a reputation which would ensure a good appointment when his engagement with the Indian Government expired. But in certain subjects the case is very different. Take Chemistry and Physics as an illustration. The materials for teaching and for investigation do not exist in this country, but have to be procured from England. In the former sciences this is especially true. All chemical apparatus have to be obtained through the India Office, and a year or

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eighteen months generally elapse between the indent being prepared and the receipt of the articles. Good laboratories have yet to be furnished. The laboratory at the Presidency College, although suited for only the most elementary instruction, is the only one in the Presidency except that at the Medical College. After more than twelve years I am still begging Government to provide it with gas. Even though the daily routine of teaching left time for original research, the appliances are non-existent. There is, to my knowledge, no original work in Chemistry performed in this country, and, I do not believe, a single teacher of the subject who could compete successfully for a Professorship in any English Science School. There is great competition for such appointments, and no man has a chance unless he is well known to men of science at Home, as he only can be by constant work. Unless therefore all the conditions are immensely improved, I am decidedly of opinion that a man who accepts a Professorship of Chemistry and Physics in this country virtually resigns all prospects he may have had of making a career in England, and the only thing for him to do is to remain in the country until he is entitled to pension. I am willing to admit that these remarks would lose some of their force did men work in this country under conditions as favorable as those in England or Germany, but they do not, and I see no prospect of their doing so.

Witness No. IV.—*2nd August* 1887.

Runganatha Mudali, Esq.

Examination of RUNGANATHA MUDALI, Esq., M.A., Professor of Mathematics and Natural Philosophy, Presidency College.

The *President.*

When did you take your degree?—I took my degree in Mathematics in 1865. I was educated in the Presidency College under Mr. Thompson. After taking my degree I was put in charge of a Matriculation Class in the Presidency College, and two years afterwards was appointed Acting Professor of Logic and Moral Philosophy in the Presidency College, which appointment I held above three years, being, in the meantime, appointed Professor of English and Mathematics. I had acted as Professor of Mathematics on three occasions before I was confirmed in the appointment in 1881. Mr. Chetty was one of my pupils.

What is your opinion of the present constitution of the Department?—I think it desirable to maintain the Graded System. For securing men of the highest attainments from Europe for appointments connected with science, the best plan would be to engage them for terms of five, six and seven years, as the case may be; but all the other appointments, both Professorships and Inspectorships, might be made on the graded system.

Is not the work of Inspectors and Professors very different?—It is.

Why not have separate services for each?—I have no objection to that course, provided sufficient promotion could be given to both.

In a small service like the Educational Department in this Presidency, would it not be better, instead of having grades, to have gradation of pay according to length of service?—Yes. I do not advocate the graded service as good in itself, but only on the ground that it has opened up a way to promotion which did not exist formerly; and if any better system can be devised of ensuring promotion at fixed stages of a man's career, I should certainly prefer it to the present system, which is, after all, very uncertain in its operation.

Do you think the inspection work of the Department might be made over to Natives entirely or to a larger extent than hitherto?—I think it desirable to reduce the area under each Inspector, and if that were done it would, of course, be necessary to have a larger number of Inspectors, and at the same time a very much larger number of Natives might be employed with advantage. All duties of an Inspector could be done just as well by a Native as by a European. I have no hesitation in saying that there are at least half a dozen Natives in the Department who could discharge those duties.

Have you heard any complaints of want of trustworthiness in the lower inspecting agency?—Yes, but they are not peculiar to the Educational Department.

Which do you consider the superior agency for preventing these frauds?—I am certainly inclined to think that a Native Inspector can check laxity of that description a great deal better than a European. He is likely to know a great deal more about what goes on in the country; of course, I assume that you have the right stamp of Native—that is, an honest and energetic one.

At present you recruit your Native inspecting Agency partly from the Schoolmaster class?—The Deputy Inspectors, Yes.

What is the average pay of the class from which the Deputy Inspectors are now drawn?—Rs. 40 to Rs. 60.

Of how many years' standing are these men?—Three, four or five as teachers, sometimes longer.

Do you consider the class, as a rule, one from which you may anticipate getting trustworthy Deputy Inspectors?—I do.

If you selected Natives for your superior Inspecting agency, from what class would you do so?—From the class of men who had done good service in the Government and other Colleges.

Would they be sufficiently well acquainted with primary and secondary teaching?—That might be made a condition of their appointment. They might be kept for a certain time on probation as Deputy Inspectors.

Would caste prejudices and predilections be likely to affect the judgment of Hindu Inspectors?—If it does not affect their judgment as Magistrates and Judges, it will not affect their judgment as Inspectors. It seems to me that the class of men you appointed would be men whose judgment was not likely to be warped by such influences. They would generally be men who have risen above such influences—men of the class to whom we entrust the judicial administration of the country.

To what extent do you think we could supply the Department with Professors locally selected?—It seems to me that all the Mathematical teaching could be done by Natives; there are at least two men who could do the work I do; but in regard to the various branches of Physical Science and Elementary Geology, I think it is absolutely necessary for a long time yet to come to bring out men from England, and even in regard to English Literature, except where we have men like Mr. Gopal Rao. All I ask for in regard to these Professorships is that when a Native is found competent he shall get the appointment.

Does not that point to the expediency of having a short term service?—If that is the only way you can get good men from Europe, have a short term service by all means; but I think that once you get a good man it is your interest to keep him as long as you can.

What about History and Moral Philosophy?—History is taught at present with considerable efficiency by Native gentlemen in the Mufassal Colleges, but if History and Moral Philosophy are to be thoroughly taught up to the M.A. Standard, I think it will be necessary, at the Presidency College at least, to have for some years to come a man who has received an English training in these subjects; and that applies also to Mental and Moral Science; the work can be done by Natives in the Mufassal, but in the Presidency College it ought for the present to be entrusted to a man who has received a European training.

Do you think it desirable there should be one College in the Presidency employing the very highest talent available and offering a standard for the other Colleges to work up to?—Yes.

Have you anything further to say?—Yes, as regards what is known as the two-thirds rule. Apparently, this rule is based on the analogy of the Statutory Civil Service; but it seems to me that there is no real similarity between the conditions of admission into the two Services. Though in theory a man may get into any service at any age, yet in practice, no Native has been able to obtain admission into the graded Educational Service without having previously put in ten or fifteen years of efficient service. I do not wish to say that there is no justice in this; because it seems to me that in the case of Natives it is highly desirable that there should be this probationary period undergone before they are put into the Graded Service; whether it is necessary that such a probation should be gone through by a European will depend upon the individual concerned. This period of probation being considered necessary in the case of a Native, it seems to me to ask a man to wait ten or fifteen years before he can get a graded appointment, and then to tell him he can only get two-thirds of the pay of a European in the same office, is to burden him with a double disadvantage. Even if he is a man of as good attainments and one who has done as efficient service as his European colleague has, he starts handicapped and in the end has to retire when he is in the second grade on a very much lower salary. I may point out, that if it had not been for the relaxation of the rule in my own case, my salary would have been reduced from Rs. 700, which I had actually been drawing for years, to a salary of Rs. 500, in consequence of my being honored with promotion to the graded service. An ordinary non-graded officer has practically no promotion until he is promoted from the fourth to the third grade and until he has been one year in the third grade.

Do you wish to say anything on any other point?—I have merely to repeat what has been said by other witnesses, that our system of recruitment from Europe is at present a mere lottery and that although we have occasionally obtained men who would be an honor to any service in any country we have sometimes also drawn blanks.

The *Director of Public Instruction.*

You were a Member of the Education Commission?—Yes.

The Education Commission recommended an increase of the Inspectorate?—Yes.

Did they contemplate that this increased agency should perform exactly the same duties or that there should be a division of duties between two classes of Inspectors?—I do not think there was any intention to divide the Inspectorate into two classes.

Do you approve of the promotion of Deputy Inspectors to the grade of Inspectors occasionally, in the same way as Assistant *Professors* are occasionally promoted to Professorships?—Certainly, if they have the necessary qualifications.

Witness No. V.—2*nd August* 1887.

Examination of E. H. Elliot, Esq., B.A., First Senior Assistant Professor, Presidency College, and Secretary to the Uncovenanted Civil Service Examination Commission.

E. H. Elliot, Esq.

The *President.*

What are your duties, Mr. Elliot?—I teach English in the Presidency College in conjunction with the Professor of English. I acted last year as Professor of History. I have embodied my views on the subject of the present inquiry in a note, and, before reading it, I would premise that, not being in the graded service, I naturally look upon some of the questions affecting that service in a different light from that in which some of the witnesses have looked at them (*reads*):—

I am a Graduate of the Madras University, and have been employed in the Educational Department for about 17 years. I am now First Senior Assistant Professor in the Presidency College, and Secretary to the Commissioner for the Uncovenanted Civil Service Examinations. The remarks I wish to make have reference (1) to the graded service, (2) to the Inspectorate, and (3) to the prospects of Indian Graduates in the Department.

1. The Graded Service.—I think it matter for regret that when the graded service was first created in 1871, and subsequently re-organised in 1881, the opportunity was not taken to grade the whole Department. It was a mistake, in my opinion, to have set up a distinct Service composed of

only a few members of the Department, and to have created a gulf, as it were, between it and members of the Department outside its pale,—a gulf that, so far, at least, as Indian Graduates are concerned, can seldom be bridged over. My objections to the present constitution of the Department are these :—

1. The erection of a portion of the Department into a distinct Service has given rise to distinctions that cannot always be maintained and must naturally cause a good deal of heartburning among those who cannot see why they should be excluded from sharing, even to some little extent, in the benefits and privileges accorded to a select few. I proceed to notice some differences that have resulted from this partial grading of the Department. In the graded service, promotion is quite independent of work to be done, and is regulated entirely by the principle of seniority tempered by selection; in the non-graded service, promotion implies a transfer from one appointment to another—frequently a transfer from one place to another—with heavier work or higher responsibilities. In the one case there is increase of pay—it may be from Rs. 500 to Rs. 1,500—without any corresponding increase to the duties performed; in the other, there can be no increase of pay without some, and it may be a very considerable, difference, both as regards quantity and quality of the work. I cannot see why the principle that regulates pay and promotion in the one case should not apply to the other also. Again, in the graded service, the increments allowed are Rs. 50 annually;—in the non-graded service, the increments sanctioned are never more than Rs. 10 a year, even in the case of persons, with more than 15 years' service, filling important posts in the Department. To put it in a more concrete form, the Professor of English in the Presidency College would rise from Rs. 500 to Rs. 750 by annual increments of Rs. 50, and then, as vacancies occurred in the higher grades, to Rs. 1,500 without the slightest addition to his duties or responsibilities, while the Assistant Professor doing almost the very same kind and the same amount of work, must wait eight or nine years more before he can rise from Rs. 360 to Rs. 400, the maximun salary of the apointment, that being the highest appointment, I may remark, which an Indian Graduate in the non-graded service can fill in the Presidency College. I wish to guard myself here against being misunderstood; I am very far from claiming that Indian Graduates with, let it be conceded, inferior qualifications, should, when serving in their own country, receive absolutely the same increments and the same salaries as English Graduates selected by the Secretary of State to fill the higher appointments in the Department. That there must be differences I do not deny, but the inequalities I have pointed out are, I submit, greater than they should be.

(2) Next, the principle on which some appointments are included in, while others, apparently of equal importance, are excluded from the service, is not very intelligible. For instance, it is not easy to understand why, if the Professors of the Presidency College are graded officers of the Department, the Principal and Vice-Principal of the Agricultural College, not to mention the Lecturers of the Kumbakónam College, who do the very same work, should not be in the graded list also. It cannot be maintained that the duties of the latter are less onerous, less important or less useful to the country. Take, again, another instance. The Principal of the Teachers' College is an English Graduate drawing a higher salary than the minimum salary of the graded service, and yet, important and responsible as his duties are, he is not in the graded list, and must, so long as he remains in his present appointment, rank lower than the youngest officers who may happen to be appointed Professors of the Presidency College or Inspectors of Schools. An officer in his position can hardly be expected to regard with satisfaction an arrangement which permits men of the same attainments and the same academical distinctions as himself to rise from Rs. 500 to Rs. 1,500, while he remains on his fixed salary of Rs. 600. What can be more natural under the circumstances than that he should seek at the first opportunity to be transferred to the graded service, abandoning an appointment for which he was expressly brought out and for which he may be presumed to be specially qualified. As a matter of fact, this was what actually occurred last year, when Mr. Stone, sent out as a specialist for the Teachers' College, after remaining there for hardly a year, sought and obtained a transfer to the Presidency College as Professor of History, thus stepping above others who were his seniors in service. I take one more case to illustrate the inconvenience and the hardship caused by the division of the Department into a graded and a non-graded service. Dr. Wilson, as Professor of Physical Science in the Presidency College, is a graded officer, but not Mr. Ward, Professor of Physical Science in the Kumbakónam College, though the latter is an English Graduate and was got out specially for the appointment. Now see what this gives rise to. A Professorship falls vacant in the Presidency College, but Mr. Ward cannot benefit by it. As a specialist, he has to remain in his appointment, while Mr. Stone, Principal of the Teachers' College, his junior in service, steps into the appointment, and, as a consequence, into the enjoyment of the higher rank and privileges that belong to the graded service. Had the whole Department been graded, Mr. Stone would have remained on his Rs. 600 at the Teachers' College, Mr. Ward or some one else would have got the step that his service and attainments entitled him to, and, if necessary, a new man could have been got out on Rs. 500 to fill the vacant chair in the Presidency College.

In place of the present arrangements, which I consider defective, I would recommend that the whole department be graded and the distinction that now exists between the graded and non-graded Service be done away with. Let there be nine grades, with the following salaries attached to them :—

The 9th from	..	Rs. 100 to 200
8th	..	„ 200 to 300
7th	..	„ 300 to 400
6th	..	„ 400 to 500
5th	..	„ 500 to 600
4th	..	„ 600 to 800
3rd	..	„ 800 to 1,000
2nd	..	„ 1,000 to 1,250
1st	..	„ 1,250 to 1,500

Increments in the 9th and 8th grades I would make Rs. 10 per annum; in the 7th, 6th and 5th grades, Rs. 20; in the 4th and 3rd grades, Rs. 40; and in the 2nd and 1st grades, Rs. 50. Below the lowest grade, I propose to have a class of Probationers—all Indian Graduates—on salaries of Rs. 60 and Rs. 80, recruiting the lowest grade of the Department from them after they have served a period of probation of from two to three years. I would make no difference between Deputy Inspectors and Teachers or Lecturers in Colleges, just as there is no difference now as regards pay and promotion between Professors and Inspectors of Schools. According to this scheme, there would be upper grades, middle grades and lower grades in the Department, all forming, however, one Service. The upper grades, that is to say, grades 1, 2 and 3, would be filled almost entirely by English Graduates; the middle grades, *i.e.*, grades 4, 5 and 6, would be divided pretty equally between English and Indian Graduates, the former just commencing their service, the latter just ending it in the Department; while the lower grades, or grades 7, 8 and 9, would be filled almost exclusively by Indian Graduates. The higher and better paid appointments would still be filled by English Graduates, but Indian Graduates would not be made to feel, as they are made to feel at present, that now and for ever these appointments are beyond their reach. I claim for my scheme that it will do away with much of the antagonism and want of sympathy that I believe to exist at present. It will not rob the Graded Service of the advantages it now enjoys, but it will extend those advantages to persons from whom they are now, without any good reason, withheld. And, above all, I claim for it that it will render unnecessary the application of what is known as the two-thirds salary rule—a rule which so completely ignores a man's past service because he is a Native of India, and is so entirely based on fallacious reasoning and false analogy, that the wonder is how it ever came to be adopted. Under my scheme, there will be no necessity for the invidious distinctions that now exist. English Graduates will enter the Department in one of the middle grades on Rs. 400 or Rs. 500 or Rs. 600, and rise to Rs. 1,500, while Indian Graduates entering in the lowest grade on Rs. 100 will have before them the prospect of rising to Rs. 800. Beyond this they are not likely to go, considering what they must begin with, and the years it will take to pass through the intermediate grades. While recognising the necessity for recruiting the Department from time to time with English Graduates, I see no necessity for reserving to them particular appointments. To do so would be to assert that there are and never will be Indian Graduates competent to fill these places, and that indeed would be a very bold assertion to make.

II. The Inspectorate.—Without meaning to disparage the duties of an Inspector, I must be permitted to say that there is nothing in them, so far as I can see, to disqualify an Indian Graduate of ordinary abilities and of ordinary experience from discharging them in an efficient manner, and I cannot see why Indian Graduates should not be more largely employed than they are at present as Inspectors of Schools. In the early years of the Department, when it was necessary to organise and reduce things to order, when Colleges and High Schools were more completely under inspection and control, it may be that European Inspectors were required, but now when systems have been discussed and settled, and principles have been agreed upon, when Colleges and High Schools have no longer to be examined, or, at any rate, not as they used to be, it appears to me that Native Inspectors may be expected to do the work just as well and with less expense to the State. If Natives of India are competent to be Magistrates and Judges, if they are admitted into the Statutory Civil Service and entrusted with the exercise of very extensive powers, surely they must be able to perform the duties of an Inspector of Schools, those duties being to supervise their Deputies, and see that they do their duty; to scrutinise and check returns; to compile statistics and write reports; to aid Local Boards with their advice, and to serve as the channel of communication between their subordinates and the head of the Department. In all this there is nothing beyond the capacity of an Indian Graduate. And considering that European Graduates labor under the disadvantage of being very imperfectly acquainted with the vernaculars, and that without such knowledge it must be almost impossible to examine satisfactorily Middle and Primary Schools, in which instruction is imparted through the medium of the vernaculars, it seems to me that this furnishes another argument and strengthens the case for the employment of Natives of the country as Inspectors. Recently, a Native has been appointed Inspector of Schools, and on more than one occasion a Native of India has been appointed to act for short periods as Inspector. It must be admitted, therefore, that a departure has been made from the old illiberal policy, but yet what has been done has not been carried far enough, I think. For take this very same appointment, the appointment of a Native as Inspector of Schools. When an additional inspectorial division was created, the new graded appointment was restricted to a Native of India. It was proposed, however, that no Native should be appointed again as an Inspector till a vacancy occurred in the lowest grade by the promotion of the one recently appointed to the next higher grade. And this process was to be repeated till each of the four grades had a Native in it. I may be mistaken, but such appears to have been the proposal made to Government and sanctioned on the supposition that a saving would be effected by the proposed arrangement. One very important fact, however, was overlooked, which vitiated the conclusion arrived at. It was forgotten that no Native could hope to get into the graded service till he had at least 15 or 16 years' service, and probably more. His chances of rising to the first or even to the second grade are absolutely *nil*, and instead of there eventually being four Native Inspectors, one in each grade, I question if there will ever be more than two, assuming that the appointment of Natives of India as Inspectors will be made in this fashion. In all this I am not arguing against the appointment of Europeans as Inspectors. Personally, I should not object to the majority of Inspectors being European Graduates. Social and political or other considerations, for aught I know, may

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require it—but if there is to be this majority, all I say is let the majority be the smallest possible.

III. The prospects of Indian Graduates in the Department.—In what I have already said, I have had occasion to remark incidentally on the prospects of Indian Graduates, or rather on the absence (in their case) of prospects in the Educational Department. I have shown how, as compared with the allowances of English Graduates in the Graded Service, their increments and salaries are disproportionately small. It only remains for me now to accentuate what I have said by a few more illustrations in support of my contention that in the matter of pay and promotion, Indian Graduates employed in the Educational Department are not treated as liberally as they might be, compared with the treatment they receive in other Departments. There are at present only two appointments—the highest which Indian Graduates can aspire to in the Non-Graded Service—with salaries of Rs. 400 rising to Rs. 500 by annual increments of Rs. 10. One of these is filled by a Native of more than 20 years' service, the other by an English Graduate. Compare these prospects with the prospects of men in the Revenue and Judicial Departments, who, as Deputy Collectors or as Munsifs and Subordinate Judges, can rise steadily, step by step, to Rs. 800.

In the Educational Department, a Graduate is expected to begin with Rs. 40. In the Public Works Department an Overseer starts on Rs. 60. In the Police Department, the pay of an Inspector in the lowest class is, I believe, Rs. 50. Why should the services of a trained Indian Graduate employed in teaching be valued less than the services of an Overseer or of an Inspector of Police, men whose educational attainments are decidedly inferior. At this moment there is in the Presidency College an Indian Graduate, styled an Assistant Professor, who is employed in teaching F.A. and B.A. classes, Logic, Ethics and Psychology, on a salary of Rs. 60 per mensem, after five years' service in the Department! There are men in the Kumbakónam College who do the very same work as the Professors of the Presidency College, and turn out quite as good results, on much lower salaries. In the whole Presidency, there are only two Deputy Inspectors on Rs. 250, and one of them has grown grey in the service and must shortly retire. Inspectors in the Salt Department, men who in many cases could not possibly have got employment in other Departments, may rise to Rs. 300 and Rs. 400, but not Deputy Inspectors with University Degrees! In the Department that has had the making of them, the services of Indian Graduates are so little appreciated that few of them ever rise to more than Rs. 300. Yet strange to say, in other Departments these very same men rise to Rs. 500 and more, as Assistants in Public offices, as Deputy Collectors, or Sub-Judges, while some of them may rise even to be Heads of Departments. Much might be said on this subject, but I think I have said sufficient to show that a great deal remains to be done to improve the position and prospects of Indian Graduates.

Witness No. VI.—*2nd August* 1887.

Dr. C. G. Conran.

Examination of Dr. C. G. CONRAN, M.D., of St. Andrews', Emigrant Agent at Madras to the Government of Mauritius.

The *President.*

What are your views on the subject of this inquiry?—I wish to put forward some views which I hold on the subject of education in the Medical College. I have embodied my views in a note, which, with your permission, I will read (*reads*):—

Without in any way reflecting on the past or present Military Medical Professors of the Madras Medical College, I beg to propose that, hereafter, the Professors appointed to this College should not be Military men for the following reasons:—

1. The Madras Medical College has ceased to be a Military institution for educating subordinate Medical officers for the Indian Medical Service.

2. The Military Professors are not necessarily *specialists* of the subjects which they are required to teach.

3. The Military men, after remaining in the post for some years and thus having acquired proficiency in their subjects, are liable to be changed, in addition to ordinary causes,—

(*a*) to be sent away on promotion;
(*b*) to be ordered away to Field service, or
(*c*) to be pensioned on attaining 55 years of age even though they may then have sufficient energy to continue teaching and notwithstanding their increased experience in teaching and in the practice of their profession:

Changes within the last two years as affecting my son.

(1) *Materia Medica.*—There was a change of three Professors—Dr. Maitland, Dr. Nailer, and Dr. Brown.

(2) *Anatomy.*—Two changes—Dr. Sibthorpe and Dr. Alison.

(3) *Clinical Surgery.*—Three changes—Dr. Ratton, Dr. Sibthorpe, Dr. Browne.

Changes affecting others within the same period.

(1) *Hygiene.*—Four—Drs. Alison, Reeves, Smythe and Pope.

(2) *Medicine.*—Two—Drs. Keens and Porter.

(3) *Pathology.*—Three—Drs. Nailer, Dymot and Nailer.

(4) *Jurisprudence.*—Drs. Porter and McNally.

Such constant change is a great disadvantage to students.

4. The appointments to Professorships in the Madras Medical College being, as it were, a close monopoly for the Military service, no Civilian has the chance of obtaining a Professorship in this institution, even though he may be known to be a specialist in some subject.

5. So jealous or anxious have been the Commissioned Medical officers to obtain appointments in this College that they have even now secured most

of the minor Professorships, which were intended for Subordinate Medical officers or for Civilian outsiders.

6. As Military officers and themselves subject to Military discipline, the present Professors of the Madras Medical College look upon even their Civilian pupils as inferior persons, to be dealt with as rigorously as the rank and file of a regiment. This is but natural but it does not conduce to drawing out the sympathy of the pupils towards themselves; and, hence that want of co-operation between pupils and teachers so necessary for successful teaching.

7. As Professors of the Medical College and Physicians and Surgeons of Hospitals they not only keep Civilians from obtaining appointments in the College, but they, through their influence with the higher authorities, prevent private Medical Practitioners from granting medical certificates to clerks in public offices and even to medical pupils attending College, thus degrading the private Practitioners in the eye of the Public.

8. As the Medical College has virtually become a purely Civil Institution, and for other reasons mentioned above, its Professors might well now be selected from *specialists* of England or India, when there will be a wider field to select from than at present, *i.e.*, from about 150 only.

9. Europeans and Eurasians have proved themselves equal to the work, and there is no doubt Natives would be equally as capable when tried.

10. Such Professors, selected from private Medical Practitioners, should be paid and graded as the Professors in the General Educational Department.

11. All of them should be allowed private practice except the Physician of the General Hospital, who, as now, should be the Principal of the Medical College and receive an additional allowance for being debarred practice.

Maximum Salaries.	Rs.	
Principal and Senior Physician, General Hospital, and Professor of Medicine	1,600	
Surgeon, General Hospital, and Professor of Surgery ..	1,375	Includes house-rent.
Ophthalmic Surgeon and Professor of Ophthalmology ..	1,375	
Professor of Anatomy and Fort Surgeon	1,375	
Professor of Chemistry and Chemical Examiner ..	1,375	
Professor of Materia Medica and 2nd Surgeon, General Hospital	775	
Professor of Hygiene and 2nd Physician, General Hospital .	925	
Professor of Midwifery and Superintendent, Lying-in Hospital	1,375	
Lecturer on Comparative Anatomy (for the course of 3 months)	700	
Lecturer on Botany (for the course of 6 months)	700	
Professor of Jurisprudence ..	200	
Professor of Dentistry	200	
Resident Surgeon and Professor of Pathology	800	

12. Their leave and pension rules should be the same as those for the higher graded Professors in the General Educational Department.

13. In this way the cost of the Medical College Establishment would be diminished, whilst it would enhance the efficiency of the Teaching Staff.

14. Nay more, the Medical College might in time become a self-supporting Institution, receiving merely a grant-in-aid from Government, besides being, as now, subsidised by the Municipality, which at present contributes nearly Rs. 5,000 for its support, besides having recently given as much as Rs. 50,000 more for general medical work.

15. Government need not fear as regards recruiting Military Subordinates from the private or self-supporting pupils of the Medical College; only if they want men who have borne the expense of their own education and with University qualifications, they must pay them better than they have paid their Apothecaries, and must give them a better status. There may be four grades of them, two of Sub-Assistant Surgeons and two of Assistant Surgeons with salaries equivalent to that which Deputy Collectors get, and their status must be higher than those of Warrant Officers, something equivalent to officers who have risen from the Warrant rank, for surely men of good general and scientific professional education deserve a better recognition than the old Apothecaries whom even it was a misnomer to call Apothecaries, if by that was meant compounders merely. If such men only are wanted hereafter for the Subordinate Medical Service, the Hospital Assistants turned out of the Rāyapuram Medical School will be more than enough.

The *President.*

Is it the case that the average passes have fallen from sixty to thirty and do you attribute this to the frequent change of Professors?—Yes.

Dr. Keene, the last Principal, who held the appointment for a considerable period, was himself a Eurasian educated in the same College and for many years a Professor there?—Yes.

Mr. *White.*

When you were in the Medical College it was a purely Military institution?—Quite so.

Every man in it was selected *for* service in the Army?—Yes, with one or two exceptions.

And then you went into the regular Army Service?—Yes.

That system is now changed altogether?—I believe so. There are no Military students there.

The students pay for their own education entirely now?—Yes.

Heavy fees?—As much so as in any other College.

And when the students pay fees I suppose they have a right to demand the very best teaching?—I suppose so.

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Sec. III.

Subrahmanya Aiyar, Esq.

Witness No. VII.—*2nd August* 1887.

Examination of SUBRAHMANYA AIYAR, Esq., Editor of the *Hindu* Newspaper, Graduate of the Madras University.

The *President.*

Will you kindly tell us your views on the subject of the present inquiry?—My views have been generally represented by Mr. Runganatha Mudali, especially as regards Inspectors of Schools. I wish, however, to say that there is considerably more room for the employment of Natives in the Department. I think all Inspectors of Schools may be Natives. There is nothing I think which is now performed by Inspectors of Schools which could not be done with equal efficiency by Natives.

Have you yourself had anything to do with educational institutions?—Yes; for about eight years I was a Schoolmaster, having been five years in charge of a high school and two years in charge of an aided school; and, of course, as a Journalist these questions come under my consideration from time to time. I think, however, that a number of superior Inspectors are necessary to supervise the work of the subordinate Inspectors. That work is now performed by Inspectors of Schools, and I would select the best men of his class for this purpose, and I would promote Deputy Inspectors to Inspectorships.

Would you have any supervision over the Inspectors?—I do not think it would be necessary. I think the Director of Public Instruction can be trusted to do all the supervision in that direction. The Director of Public Instruction goes about the Presidency and exercises some sort of supervision over the higher class of schools, which is, to a certain extent, the work of the Inspectors also. As regards Professors of Colleges, I wish to say, that, with the exception of Professors for certain special subjects, such as Natural Sciences, and English Literature, all the other Professors might be Natives. The Professors of History, of Sanskrit, of Mathematics, Moral and Mental Philosophy—all these Professors mght be Natives. Of course it would largely depend on the capacity of the country to satisfy its own requirements or otherwise. I would not lay down any hard and fast rule that these Professors must be Natives, but when there is a competent Native Graduate available, he ought to be given the preference.

Mr. *White.*

When you speak of Natives do you include Statutory Natives?—Of course. I think it is especially desirable that the Professor of History should be a Native for the sake of attracting educated men to the attentive study of this subject. Missionary institutions get their Professors generally from England, and, as regards institutions maintained by the Native community, I do not think they have developed to a position to be able to entertain Native Graduates in appointments of this kind. In my judgment the chief work of a Professor of History is to carry on original researches illustrating generally the ancient history of the country and paying particular attention to the modern history of European countries and for that kind of work I think, a Native is generally better fitted than a European Professor. For the same reason I think the Professor of Sanskrit should be a Native as the only means available in the country for encouraging the study of Philology and Archæological researches. As regards the two-thirds rule I would press upon the Commission the illustration which is afforded by the case of Srinivasa Aiyar of the hardships which may be worked by the enforcement of this rule. Mr. Srinivasa Aiyar is a very distinguished Graduate and has rendered very eminent service in this Department; he was one of the Department's most useful officers. He was for some time in the Presidency College acting as a Professor, but owing to this two-thirds rule he has given up the service in disgust and taken an appointment in the Revenue Board. I consider his retirement from the service of the Educational Department to be a serious loss to it, and I wish to add that if this rule is allowed to remain in force no Native Graduate will have an opportunity of pursuing his studies in the higher subjects, Philosophy, Mathematics and so forth.

Mr. *White.*

Considering the character of the Natives of this Presidency and the number of charges that are brought against them of corruption and so on, are you of opinion that an Inspectorate composed of Natives, that is, of persons born in the country and acquainted with the language and habits of the people, would be far more fitted than Europeans for discovering and preventing trickery in subordinate officials?—I think so.

The *President.*

Have you any other points to bring before us?—Nothing else.

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Section IV.—Written Evidence.

No. I.—C. Michie Smith, Esq., Professor of Physical Science, Madras Christian College.

Questions.

1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?

Answers.

1. My experience in connection with the inspection of schools is so limited that I do not think it would be wise for me to express a definite opinion on this point. At the same time I would venture to point out that, in my opinion, efficient inspection is one of the most important factors in the development of Primary and Secondary Education. The work of an Inspector is by no means simple, and can be well performed only by a man of great bodily activity and possessing such mental vigour as will prevent him from falling into a groove and dealing with his work as if it were a mere matter of routine. There are few more difficult positions to hold well than that of Inspectors of Schools, and whether or not Native gentlemen are capable of so holding them can only be judged by actual experience, of which there has been a good deal in Madras.

2. Are there a sufficient number of qualified Native Graduates to justify a reduction in the recruitment in Europe of gentlemen as Professors or Principals in the Government Colleges?

2. This question can, I think, be answered in the affirmative. At the same time it must, not be lost sight of that the popularity of a College will, for a long time to come, depend to no inconsiderable extent on the number and qualifications of the European Professors connected with it; for there can be no doubt that, other things being equal, the students greatly prefer a European to a Native Professor. Still, I hold that not only for the sake of economy, but also to offer greater encouragement to the higher branches of study, more of the higher posts in the Educational Department should be thrown open to Native Graduates.

3. In what subjects do you consider Natives qualified to hold the appointment of Professors, and up to what standard are they qualified to teach?

3. The subjects which might be at once taken up by Native Professors are, in my opinion, the following:—(*a*) Mathematics, (*b*) Philosophy and Logic, (*c*) History, (*d*) Indian Languages, while English and the Physical and Natural Sciences should remain, for some considerable time at least, in the hands of European Professors.

In justification of the position taken up I would make the following remarks:—(*a*) *Mathematics.*—It is a common, but, in my opinion, an entirely erroneous, belief that the Hindu youth has a special genius for mathematical studies. This is quite contrary to my experience. At the same time, there are a few who have most decided mathematical ability, and there can be little doubt that it would be possible to find a few men quite capable of teaching all the mathematics required for the University degrees, and of teaching it really well. It is true that until quite recently, the higher branches of Mathematics have not been taught in any of our Colleges, but a few men have always been found who qualified for the M.A. degree by private study, and some of these have shown themselves well qualified to act as Professors.

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Answers.

(*b*) *Philosophy and Logic.*—It will probably be pretty generally admitted that this is a subject which Native graduates are well qualified to take up, but I will not enter into details regarding it, as others are much better qualified to discuss it. (*c*) *History.*—So far, there has been but little encouragement for students to take up this subject, but it is one which their habits of mind qualify them to deal with, and if a few prizes were offered in the shape of well-paid appointments, little difficulty would be found in getting good men to fill them. (*d*) *Indian Languages.*—This needs no comment.

With reference to the statement that I do not consider it possible at present to obtain men to teach Physical and Natural Science, I would point out that there are two main reasons for this. In the first place, my experience in teaching Physical Science has made it painfully evident to me that the observational faculties of the youths of this part of India are sadly undeveloped. Most youths seem to go about without using their eyes at all, and the most striking natural phenomena may be taking place around them without their observing anything out of the common. I will not go so far as to assert that many of them have never seen a flash of lightning, but I have found students in the third or fourth year of their College course who had never seen a rainbow, while less striking natural phenomena are observed by hardly any. In fact, I may say that I have not come across a single student in whom the faculty of observation was at all fully developed. This, of course, is to a large extent a matter of early training, and we may justly hope that in time the difficulty will be overcome, and that boys will be taught to keep their eyes open and observe what is going on in the world around them. At present, however, the want of the faculty of observation is a fatal stumbling block. A closely-allied minor difficulty is that boys are not taught to use their hands, and that many of them—not all—consider it rather derogatory to do so. The consequence of this is that great difficulty is thrown in the way of their learning any experimental science. This leads to the second main reason alluded to above, viz., that no laboratories exist here in which experimental science can be thoroughly taught, and that the great expense involved in fitting up such laboratories will probably stand in the way of their being obtained for many years. For an experimental science, mere book learning has but little value, and no Professor can be expected to be a success who has not passed through a full course of laboratory training.

4. Are you of opinion that it is desirable that Inspectors should be graded with Professors?

4. If the grading of Inspectors with Professors implies a possible interchange of duties, I consider it most objectionable. A Professor ought to be appointed to a definite chair to teach a subject of which he has made a special study. The idea of a Professor of one subject being sent to act as Professor of another subject or as an Inspector of Schools seems utterly absurd. The qualifications required for an Inspector of Schools are totally different from those required for a Professor. It seems only slightly less absurd that the pay or promotion of a Professor should in any way depend on the movements of an Inspector of Schools. The two Service should, I hold be perfectly district.

Questions.

5. In such cases as it is necessary that Professors should still be obtained from Europe, do you think it would be expedient to engage European Professors for a limited term of years with the opportunity of re-engagement, rather than to enlist them as members of a pensioned service?

Answers.

5. There can, I think, be little doubt that it would be far better to engage specialists for a limited term of years than to engage them, as at present, as members of a pensioned Service. Some very good men have been got by the present system, but I have no hesitation in saying that—especially for the scientific subjects—men would be far more willing to come for a limited term of years. Science is advancing so rapidly in all directions that a man feels that he must very soon be left behind if he accept a post in which he has little opportunity of mixing with other scientific men, or of attending the meetings of learned societies. Hence some of the best men, who would be quite willing to come to India for a limited term of years, will not accept permanent appointments. If, however, this change is made, the result cannot be expected to be a success unless some better plan is adopted of making the selection at home. At present, there is no guarantee that the best man available is obtained.

6. Have you any opinion you desire to express on the present constitution of the Education Department and on the qualifications of the several classes who are candidates for employment in it?

6. I have no remarks to offer under this head.

No. II.—C. C. FLANAGAN, Esq., M.A., Principal, Coimbatore College.

1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?

1. The experiment of appointing Natives as Inspectors of Schools has not been tried in this Presidency—the few acting appointments conferred temporarily upon some of the more prominent Graduates being, in my estimation, a quite inadequate test to found conclusions upon; and therefore in replying to this question, I have to rely entirely upon my knowledge of the requirements of such a position and my idea of the efficiency of Natives to meet those requirements.

(Let me premise that by *Natives*, I mean, throughout these answers, pure-born Natives of the country, and not Eurasians or domiciled Europeans).

It may be said that the entire body of Deputy Inspectors is composed of Natives; only here and there is to be seen the exceptional case of a Eurasian or domiciled European. These men are the important executives of the Inspectorial Branch of the Department, and they see and know more of what is going on in the various out-lying parts of the districts—places that are often difficult of access, and which therefore, perhaps, do not see the Inspectors so often as their Deputies. Necessarily, too, it must happen that much of the administrative as well as executive work of Inspectors has, by reason of other and important duties to be attended to, to be delegated to Deputies. And when these offices concern the remote corners of a wide-spreading District, it may well be imagined that facilities are afforded to subordinate officers, whose sense of responsibility has not developed into a sense of conscientiousness, which they may or may not avail themselves of. Indeed, from time to time, it has happened that whispers have circulated and Inspectors have hinted that collusions, falsifications, and a *solatium* artfully administered are not things

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Questions.

Answers.

remembering that the men who enter this branch have not the hope of a pension to look forward to, intended that this should, to some extent, form for them a substitutionary hope, which might induce good men to remain in it. But the hope has fled, and now the rule is that men enter the aided Service just as a mere stepping-stone to something else. They have time to look about, and the moment they pass a law test or secure a Government clerkship, they leave education behind; and, in the mean time it is greatly to be feared that the duties they have for the time been engaged in have been but perfunctorily and badly performed. I would therefore strongly suggest that this recommendation of the Education Commission be practically, as regards the aided Educational Service, unearthed, and that the promise of Deputy Inspectorships and other fairly-paid places in the Department should be held out to the able and deserving men of the aided Service. It may then be reasonably expected that a better class of men, who will give their hearts to the work, will enter and remain in it.

Rev. C. Cooper.

No. III.—The Rev. C. COOPER, M.A., Acting Principal, Madras Christian College.

1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?

1. I fear that my experience in connection with the subject of this question is hardly sufficient to warrant me giving other than a very general answer to it. During the whole of the time I have been in India, my work has lain in colleges, where inspection is not carried on; and I have hardly had any opportunity of seeing how Native Inspectors—or indeed Inspectors of any kind—do their work. I observe, however, that the large number of Deputy Inspectors are all Natives; and if—as I think I may assume—they do their work in a reasonably satisfactory way, it seems probable that from the *élite* of Native Graduates a sufficient number could be got who would discharge in an equally satisfactory way the higher and more difficult duties of Inspectors. I believe one Native gentleman has already been appointed an Inspector, and I hope the experiment will turn out so well as to encourage a repetition of it.

2. Are there a sufficient number of qualified Native Graduates to justify a reduction in the recruitment in Europe of gentlemen as Professors or Principals in the Government Colleges?

2. I venture to answer this question generally in the affirmative. Some Professorial chairs are already filled by Native Graduates, and that, too, satisfactorily. At least, I have heard of no cases of conspicuous failure, while I know cases in which the duties of the chair are ably discharged. Hence, as Native Graduates are annually increasing in number, I should think that the number of Native Professors might be gradually increased, and consequently that a corresponding reduction might be made in the recruitment of the Professorial staff in Europe.

I am of opinion that, for a considerable time to come, the Principals of important colleges should be Europeans,—at any rate, colleges in which there are European Professors. I am inclined to think that this is the prevalent opinion in the Native community itself. In support of this statement, I might instance the fact that the Trustees of Pachaiyappa's College, who are Native gentlemen, have recently appointed a European Principal.

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3. In what subjects do you consider Natives qualified to hold the appointment of Professors, and up to what standard are they qualified to teach?

Answers.

3. I am of opinion that in the case of Sanskrit, Natives of India might be found fully qualified to be appointed Professors of it and to teach it up to the highest standard. I believe it was necessary at first to bring gentlemen from Europe to be Professors of Sanskrit; but now that Native Graduates, acquainted with that language and its literature, have been familiarised with the scientific method of teaching language, that necessity, I should think, no longer exists. It goes without saying, that Native Graduates should be appointed Professors of the Vernacular languages, if any such Professors exist, or are to be created.

I am inclined to think, further, that the chairs of Mathematics, Logic and Philosophy might be occupied, to a greater extent than they already are, by Native Graduates. It is not, of course, to be expected that the educated Native community could furnish, as yet, teachers of those subjects equal to the best men that are to be found in Europe; but then such men will not come to India.

It may take some time yet before Native Graduates can be found who would be qualified to teach History up to the highest standard, or the standard laid down in the new B.A. Curriculum, and a still longer time perhaps before they can supply Professors of the Physical, and especially the Natural, Sciences.

As for English Language and Literature, it will probably be admitted by all parties that, for many years to come, Professors of that subject must be brought from England. There are, indeed, educated Natives who can talk and write English almost as if "to the manner born;" but such are as yet few and far between.

4. Are you of opinion that it is desirable that Inspectors should be graded with Professors?

4. I am inclined to think it undesirable that Inspectors of Schools should be graded along with Professors. Such an arrangement involves the frequent transferring of men from the Inspector's office to the Professor's chair and *vice versâ*. Such frequent changes cannot, I think, but be detrimental to the efficient performance of both kinds of work. I would prefer that both Inspectors and Professors should be kept to their respective callings, on the principle of *ne sutor ultra crepidam*.

5. In such subjects as it is necessary that Professors should still be obtained from Europe, do you think it would be expedient to engage European Professors for a limited term of years with the opportunity of re-engagement, rather than to enlist them as members of a pensioned service?

5. Assuming that the number of Professors brought from Europe is to go on decreasing, I should think it best that such as may still be brought out should come out for a limited term of years, with the option of re-engagement at the end of the term. The system of pensions, with obvious advantages, has great disadvantages. It furnishes a temptation to young men to live up to their income, whatever that income may be. It also leads men in some cases to stay out in this country until their constitutions are seriously impaired, and then they go home only to die. If, however, men are brought out, not on the pensioned system, but on the system suggested, it would, I suppose, be necessary to increase their salaries.

6. Have you any opinion you desire to express on the present constitution of the Education Department, and on the qualifications of the several classes who are candidates for employment in it?

6. This seems too large and difficult a question for my entering into it under present circumstances.

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Nos. IV.
Rev A. Tarbes.

No. IV.—Rev. A. Tarbes, Principal, St. Joseph's College.

Questions.	*Answers.*
1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?	1. My opinion is that, for a long time to come, none but Europeans should be appointed Inspectors of Schools. Natives might be appointed as Deputy Inspectors with great success.
2. Are there a sufficient number of qualified Native Graduates to justify a reduction in the recruitment in Europe of gentlemen as Professors or Principals in the Government Colleges?	2. The number of Graduates is not large enough to justify a reduction in the recruitment of European gentlemen as Professors and Principals. These gentlemen are few in number compared with the large number of Native Professors. They are the back-bone of the whole Department. They set an example of knowledge and energy. The Natives themselves have full confidence in them.
3. In what subject do you consider Natives qualified to hold the appointment of Professors, and up to what standard are they qualified to teach?	3. Only Natives who have spent a certain time in Europe would be able to understand perfectly books on English Literature, History and Sciences. I consider Natives qualified to hold Professorships in Mathematics, even without visiting Europe.
4. Are you of opinion that it is desirable that Inspectors should be graded with Professors?	4. I am of opinion that Inspectors should be graded with Professors, as it is desirable for an Inspector to know the character of the pupils of this country—their natural abilities, their ways, and their shortcomings.
5. In such subjects as it is necessary that Professors should still be obtained from Europe, do you think it would be expedient to engage European Professors for a limited term of years with the opportunity of re-engagement, rather than to enlist them as members of a pensioned Service?	5. To secure good European Professors direct from Europe, it is necessary to engage them as members of a pensioned Service; otherwise, they would hesitate to leave the prospects they might have in Europe to come to this country.
6. Have you any opinion you desire to express on the present constitution of the Education Department, and on the qualifications of the several classes who are candidates for employment in it?	6. The Department should be left for some years as it is—say, for ten years. Continual changes are detrimental to progress in schools and Colleges.

Right Rev. Bishop Caldwell.

No. V.—The Right Rev. Bishop Caldwell.

1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?	1. Should Natives be employed as Inspectors of Schools?—I fully approve of the employment of Natives as Deputy Inspectors, but I think the time has not yet arrived when Natives can safely be employed as Inspectors of Divisions with full powers; as Natives cannot be expected at present to free themselves sufficiently from the influences of religion, caste and relationship.
2. Are there a sufficient number of qualified Native Graduates to justify a reduction in the recruitment in Europe of gentlemen as Professors or Principals in the Government Colleges?	2. Speaking generally, Natives make good Assistants but bad Masters. I would therefore recommend their employment as Professors, but not as Principals, except in Schools or Colleges of a less important class.
3. In what subjects do you consider Natives qualified to hold the appointment of Professors, and up to what standard are they qualified to teach?	3. If Native Professors can be obtained whose knowledge is thorough and extensive, embracing not only the particular subject they are to be called upon to teach, but all collateral subjects, I should recommend that all departments be thrown open to them, and that there should be no restriction as to the standard up to which they are to teach.
4. Are you of opinion that it is desirable that Inspectors should be graded with Professors?	4. I cannot offer any opinion on the question of "grading" Inspectors with Professors.
5. In such cases as it is necessary that Professors should still be obtained from Europe, do you	5. In the event of Professors being engaged from Europe, I think it desirable that they should

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think it would be expedient to engage European Professors for a limited term of years, with the opportunity of re-engagement, rather than to enlist them as members of a pensioned service?

6. Have you any opinion you desire to express on the present constitution of the Education Department, and on the qualifications of the several classes who are candidates for employment in it?

Answers.

be engaged for a limited term of years, with the opportunity of re-employment. This would enable Government to rid itself quietly of inefficient men.

6. I do not think the salaries and allowances in the Educational Department too high, taking into account the scale of payments in other Departments of the Public Service and the high qualifications of most of the Educational men.

No. VI.—Rev. J. P. Jones, American Madura Mission.

Rev. J. P. Jones.

1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?

1. In reference to the employment of Natives as Inspectors of Schools, I am of opinion that the time has not come when they may wisely be given these appointments.

A European Inspector should be employed—

(1) With a view to having a man of culture at the head of the Department in each division—a man who can take a broad, intelligent view of the education of his division in reference to its need, character and scope—I am convinced that few Natives can fully meet the demand of the position in this particular at present.

(2) In the present state of things, few Natives are cosmopolitan enough to enter heartily and sympathetically into the work of educating *all* classes of the community. Caste feelings and local prejudices and race distinctions are weaknesses to which Natives are peculiarly subject; and I fear that the best work of an Inspector would be vitiated by these.

(3) The purity and best efficiency of the Educational staff in each division demand a European Inspector.

The Inspector has much to do in the appointment of his subordinates, such as Deputy Inspectors, Inspecting Schoolmasters, &c. To those who know how many relatives press upon a Native official for positions, and how prone they are to nepotism, the danger in this direction is great.

Moreover, the Inspector should be a man of judicial bearing and impartial in his treatment of all. Every Inspector has much to do in investigating charges against Deputy Inspectors and other subordinates. In view of the present method of administering the Results Grants system, the subordinates of this Department have innumerable opportunities for diverting these grants to themselves, and, in their greed of money, for robbing managers and crippling schools. In view of these facts, the presence and the judicial energy and fairness of a European are necessary to give confidence to the managers, and to cleanse the Department of much corruption, which would otherwise swamp it.

It is but fair to state, however, that I regard the present method of transferring Inspectors from one division to the other, without the slightest regard to their knowledge or ignorance of the Vernacular, as a very serious blemish on the present system. No man should be appointed to inspect the schools of a division without having first passed an examination in the Vernacular of that division.

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No. IV.

Rev. J. P. Jones.

Questions.

2. Are there a sufficient number of qualified Native Graduates to justify a reduction in the recruitment in Europe of gentlemen as Professors or Principals in the Government Colleges?

3. In what subjects do you consider Natives qualified to hold the appointment of Professors, and up to what standard are they qualified to teach?

4. Are you of opinion that it is desirable that Inspectors should be graded with Professors?

5. In such cases as it is necessary that Professors should still be obtained from Europe, do you think it would be expedient to engage European Professors for a limited term of years, with the opportunity of re-engagement, rather than to enlist them as members of a pensioned service?

6. Have you any opinion you desire to express on the present constitution of the Education Department, and on the qualifications of the several classes who are candidates for employment in it?

Answers.

2. I cannot answer this.

3. I should reserve at least English, Logic and Moral Philosophy for Europeans in the Colleges.

4. The work of an Inspector is so utterly unlike that of a Professor, that the best interests of the Department demand that they be kept entirely separate and that they be graded differently.

5. I do not.

6. I am inclined to think that the Educational Department would be much improved by a decentralization of power. The Director of Public Instruction has at present more work than he can well do. Many subjects of importance must be slighted by that functionary from sheer want of time; and his inability to visit the Mufasal necessarily diminishes the wisdom of his decisions in reference to matters up-country. I would suggest that present Inspectors be regarded and called Deputy Directors of Public Instruction, possessing authority to decide certain questions within their divisions.

As matters are now carried on, it seems almost impossible for managers to get the salary grants of each year sanctioned before the beginning of the last third of the year, which, to most schools, is a source of great financial and other embarrassment.

Rev. J. D. W. Sewell, S.J.

No. VII.—Rev. J. D. W. Sewell, S.J.

1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?

1. I have so little experience of Native Inspectors of Schools that I can only deal hypothetically with the first member of this question. It seems to me that in an Inspector of Schools we require, not merely a highly educated man, devoted to the cause of education, with practical local experience as Head Master of a College or High School, with a full complement of classes in all departments; but also, considering the nature of his work and the persons with whom he must come into relation, a man of tact and judgment and one whose social standing and personal character place his motives and actions above suspicion. Where Native gentlemen, then, are found possessing these qualities, there seems to me, not only no reason why they should not make efficient Inspectors of Schools, but every reason why they should.

As regards the second member of the question, I should be disposed to reply in the affirmative; but, considering the limited number of highly educated Natives at present available (see answer to the next question) and, to judge from actualities, the probability of by far the larger number of those who are so, preferring a wider field for their energies, I do not think it would be possible to find a sufficient number of Natives

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with the requisite qualification to fill even the few appointments there are. I am constrained therefore to say that in my opinion the time has not come for employing Natives more extensively as Inspectors of Schools.

2. Are there a sufficient number of qualified Native Graduates to justify a reduction in the recruitment in Europe of gentlemen as Professors or Principals in the Government Colleges?

2. It seems not. A reference to the list of Graduates in the last University Calendar, corrected up to March 1887, shows a total of 35 first-class B.As., and 2 first-class and 14 second-class Masters of Arts. As the remaining Graduates cannot, I presume, aspire to be classed as equal in educational attainments with the European gentlemen who are now Professors and Principals of our Government Colleges, they must be excluded from our calculation. An analysis of these 51 Graduates of the Madras University, not all of whom are Natives, gives the following results, after first deducting from this total the three Graduates who appear in both M.A. and B.A. tests:—

First-class Bachelor of Arts—3 who appear in the M.A. test as well .		32
Employed in Education ...	11	
Do. in other callings ..	13	
Occupation unknown ..	8	
		32
Two first-class and 14 second-class Masters of Arts ..	..	
Employed in Education ..	5	
In other callings	10	
Occupation unknown ..	1	
		16
Total ..		48

So that, of the 48 Graduates that may be assumed to be, or are qualified to become, eligible for nomination as Professors or Principals of Government Colleges, 16 or one-third, are already employed in the Educational field and of these only 2, are in Government Colleges; while 23, or almost one-half, have either entered, or are preparing to enter the Legal and other professions, leaving, therefore, only 9 amongst whom a possible choice might lie for filling vacancies created by the retirement of the European Professors and Principals now employed. This, taken with what I have to say in answer to the next question, seems to dispose of this point in the negative.

3. In what subjects do you consider Natives qualified to hold the appointment of Professors, and up to what standard are they qualified to teach?

3. I consider Native Graduates, speaking generally, capable of qualifying themselves to teach any subject required by the University up to, but not beyond, the F.A. standard. The present University curriculum for a degree in Science or Art is of such recent introduction that, with a few possible brilliant exceptions, it would not be easy to find Native Graduates qualified, as yet, efficiently to teach the higher branches of Arts and Sciences.

There is a collateral issue connected with this and the preceding question, the answer to which deserves notice. I mean that practical answer afforded by the action in this matter of the non-Government Colleges. The strictest economy, compatible with efficiency, is of course obligatory on these institutions, and yet, we find the universal tendency has been and continues to be towards an increase of the far more expensive European

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element in their College departments. I presume this indicates a dearth of efficient Native teachers for the higher branches of Education, as well as (and this no one of experience will deny), that a European staff gives a "prestige" to an institution and, except where such men as the late Mr. Gopal Rao can be found, proves more attractive to the Native youth of the country. Now if this be the true cause of the tendency, as I cannot doubt it is, a comparison of the staff of the Government Colleges of this Presidency with those of the leading aided Colleges, like that, for instance, of the Madras Christian College, would show that if Government Colleges are to continue the model institutions they are intended to be, so far from the time being come when the European staff may safely be reduced, the European element in Government Colleges must be largely augmented.

4. Are you of opinion that it is desirable that Inspectors should be graded with Professors?

4. I can form no decided opinion, but I incline to think not. Although no one should be appointed an Inspector who has not had experience as a Professor, it does not follow that a good Professor will prove a successful Inspector.

5. In such subjects as it is necessary that Professors should still be obtained from Europe, do you think it would be expedient to engage European Professors for a limited term of years with the opportunity of re-engagement, rather than to enlist them as members of a pensioned service?

5. Although engagement for a limited term of years would probably be found cheaper and in certain respects better, I doubt if it would be attractive; and, in view of the apparent necessity, for some years to come, of obtaining a supply of able men from Europe, I believe the pension system to be the more expedient.

6. Have you any opinion you desire to express on the present constitution of the Education Department and on the qualifications of the several classes who are candidates for employment in it?

6. General opinion seems to say, and in it I concur, that a superior class of men should be employed as Deputy Inspectors of Schools and this means also on higher salaries than are paid to this class of official at present.

Rev. W. G. Peel.

No. VIII.—The Rev. W. G. Peel.

1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?

I am doubtful.
Not at present.

2. Are there a sufficient number of qualified Native Graduates to justify a reduction in the recruitment in Europe of gentlemen as Professors or Principals in the Government Colleges?

Qualified Natives might be more freely used as Professors.
Principals of Government Colleges ought to be Europeans.

3. In what subjects do you consider Natives qualified to hold the appointments of Professors, and up to what standard are they qualified to teach?

I should bar English and *History*.
B.A.

4. Are you of opinion that it is desirable that Inspectors should be graded with Professors?

Considering the nature of their work, yes.

5. In such subjects as it is necessary that Professors should still be obtained from Europe, do you think it would be expedient to engage European Professors for a limited term of years, with the opportunity of re-engagement, rather than to enlist them as members of a pensioned service?

I should think "a limited term of years, with opportunity of re-engagement." I suppose a higher salary would be offered on re-engagement.

6. Have you any opinion you desire to express on the present constitution of the Education Department and on the qualifications of the several classes who are candidates for employment in it?

I feel that there is need of much more facility in the matter of having men trained in Normal Departments. Could not Government join on Normal Departments to the Government Colleges

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	and provide numerous centres in this manner? It is very difficult to send men always to Madras. Would it not perhaps be wise to add Normal Departments to Mission Colleges also, and thus supplement the Local Board or Municipal Normal Schools which have only low standards. Municipal Primary Education in some places seems to consist in multiplying schools to the detriment of well-established Primary Schools.	

No. IX.—The Rev. E Sell, Organizing Secretary, Church Mission Society, for the Madras Presidency.

Rev E Sell.

1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?	I do not think so.
2. Are there a sufficient number of qualified Native Graduates to justify a reduction in the recruitment in Europe of gentlemen as Professors, or Principals in the Government Colleges?	No. Not of *well*-qualified men.
3. In what subjects do you consider Natives qualified to hold the appointments of Professors, and up to what standard are they qualified to teach?	Mathematics, Sanscrit, and perhaps Philosophy.
4. Are you of opinion that it is desirable that Inspectors should be graded with Professors?	Yes.
5. In such subjects as it is necessary that Professors should still be obtained from Europe, do you think it would be expedient to engage European Professors for a limited term of years, with the opportunity of re-engagement, rather than to enlist them as members of a pensioned service?	I do not believe efficient men would come out for a short period; if they would, the plan would be a good one.
6 Have you any opinion you desire to express on the present constitution of the Education Department, and on the qualifications of the several classes who are candidates for employment in it?	

No. X.—The Rev. L. J. Frohnmeyer.

Rev. L. J. Frohnmeyer.

1. What is your opinion of the efficiency of Natives as Inspectors of Schools? Might Natives be more extensively employed as Inspectors in the Education Department than is the case at present in this Presidency?	1. I am sure the time has not yet come in which Natives as a rule could be employed as Inspectors of Schools. I dare say that general opinion for the present is against a more extensive employment of Natives in the Educational Department. Newspapers prove nothing against it, as Native papers are influenced by the inspirations of persons who quite naturally would like to see provision made for those crowds of graduates and matriculates who were not yet able to get a footing in Government service. I am sure that, even for the posts of Deputy School-Inspectors, people in general would prefer a European officer to a Native. People have less confidence in the impartiality and conscientiousness of a Native official than in that of a European. With European officials, dishonesty is looked upon as an exception to the rule, whilst an honest Native officer is considered to be something quite extraordinary. It is not a seldom occurrence that village schoolmasters tell a missionary how much they have to give a Deputy Inspector of Schools in order to make their boys pass in examina-

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tions. As such people never can be persuaded to come forward to make such statements in public, it is, of course, difficult to decide upon the amount of truth in such complaints; still, the generality with which they are made in the case of most of these officers, and moreover the absence of any complaint of this kind in the case of some Native officials, seem to be sufficient proof that in most cases there must be an element of truth in such complaints.

Bad taste and a mercenary spirit are also frequently shown by Native educational officers in the manner in which they insist upon managers and masters of schools to make use of school books written and sold by them. Much better books cannot be introduced if it happens that the Deputy Inspector of Schools has written a school book. The productive power of some Native officials in this respect is simply alarming. A European gentleman, if inclined to make money, will not do it in such an awkward manner. There is no want of examinations in India, and if education is considered to be identical with mere knowledge, it cannot be denied that it is spread far about in India, but conscientiousness and other sterling qualities as fruits of education in a deeper sense of the word appear for the present in such a sporadic manner that posts of great responsibility only with great caution should be rendered over to Natives in general.

The other day a very well educated Native and Government officer, formerly employed in the Educational Department, did assure me that if he had to choose between a European and a Native as his superior, he would prefer the European ten times to a Native. When I asked him, why so, he said: "The European has a larger heart and wider view of things than a Native. The Native is easily offended, and extremely anxious that honor is done to him in every respect; in addition to this, he finds it exceedingly difficult to forgive and to forget, and will take revenge for any personal neglect sooner or later." Such is the testimony of a Native himself. As to my own experience, I do not hesitate to admire the routine which most of our Deputy Inspectors of Schools have acquired in performing their professional duties, but the mechanical manner in which everything is dealt with always gives me the impression that general education and professional skill have not yet become personal acquisitions and intrinsic parts of the spiritual personality of our Native officials, but are only attainments outwardly adopted and dexterously handled for a certain purpose in the way of trade or craft; hence, also, not valued for their own sake. This explains the want of interest and understanding in most of these officers if confronted with something not mentioned in the Grant-in-aid Code or in the Standing Orders, and the indifference towards the science and the underlying principles of educational work. It is always encouraging to see how a European officer—although, perhaps, somewhat deficient in the Vernacular—by a real understanding of what is essential in spiritual work, knows to find out the amount of work done in a school and to form an idea of the character of a school as a whole.

Questions.

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I need scarcely say that these remarks bear only a general character, and that there are exceptions on both sides—Natives far above the general level, and also now and then a European not much different from the Native official described just now; but these are exceptions.

Taking all this in consideration, I think, as a rule, Europeans ought to be employed as Inspectors of Schools, but Natives should not be excluded altogether from such appointments, but opportunity should be given to Native gentlemen of exceptional abilities to rise exceptionally to such positions.

2. Are there a sufficient number of qualified Native Graduates to justify a reduction in the recruitment in Europe of gentlemen as Professors or Principals in the Government Colleges?

2. As stated above, the fruits of education do not yet seem to me to be a real spiritual property of the majority of our Native graduates, and I am afraid as soon as in scientific matters a living connection between England and India would be cut off, a gradual reaction most certainly will take place. Taking in consideration, that in general the whole of scientific thought and work entirely depends on the succour coming from England, and that occidental education and classical studies have in no way whatever been really assimilated and naturalised in India, no spontaneous scientific work can be expected for the present. I presume that the English source of education in India must for a long time more be kept open by having European gentlemen as Professors and as Principals of Colleges. The first indication of self-dependence and maturity in this respect would be interest in scientific work for its own sake and originality of scientific thought; but in perusing all the literary productions dealing with the different subjects now taught in Colleges, we meet scarcely with anything fresh and original in thought, but what we meet with is chiefly bookmaking, compilation, even plagiarism, and in thinking of some productions attempting at originality, one feels almost glad that not yet more in this direction is ventured. (*Conf.*, for example, "Hints on the Growth of Children," written by the Acting Head Master of a Government College. It is really sickening to think of such an author as a lecturer on education in a Government College or as an Inspector of Schools.)

3. In what subject do you consider Natives qualified to hold the appointment of Professors, and up to what standard are they qualified to teach?

3. In no subject but Mathematics. English, Philosophy, Natural Science, Classical Philology (Sanscrit even), and at any rate History, ought to be taught by European Professors for a period not to be defined now. There is no objection, it seems, to appoint Native Assistant Professors; I think this even highly advisable, as it may help to foster a spirit of self-dependent thought, and would render an opportunity to decide the question before us for the future, and to employ even now, exceptionally, Native gentlemen of high attainments as Professors in the place of Europeans.

4. Are you of opinion that it is desirable that Inspectors should be graded with Professors?

4. I have no opinion on this.

5. In such subjects as it is necessary that Professors should still be obtained from Europe, do you think it would be expedient to engage European Professors for a limited term of years with the opportunity of re-engagement, rather than to enlist them as members of a pensioned Service?

5. As I am of opinion that European Professors and European Inspectors of Schools ought to be retained for a space of time not yet to be limited now, I think such gentlemen surely may be enlisted as members of a pensioned service, the more so as this may help to attract gentlemen of higher abilities.

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6. Have you any opinion you desire to express on the present constitution of the Education Department, and on the qualifications of the several classes who are candidates for employment in it?

Answers.

6. In the Educational Department, more than in any other Department of Government Service, I consider it to be an absolute necessity for an officer who has to deal personally with all the different sections of a population and in whose hands even the development and furtherance of national education are laid, to be familiar with the languages of the Natives and their manner of thought within his district. The continual change amongst the European Inspectors of Schools, and their being expected to supervise districts in which three and more languages are spoken, makes it rather impossible to them to master the language, through the medium of which the thoughts and minds of the population ought to be moulded. Besides, every new Inspector will be anxious to impress the stamp of his individuality on the work before him and to carry out the educational principles by which he happens to be guided, and thus careful application of principles and steady work founded upon experience will be rendered very difficult. Besides, there is too much in the way of educational experiments, and time is scarcely sufficient to give a fair trial to any new scheme. For private bodies it has become a great risk to establish something permanently, as they must be prepared for changes which may overthrow the whole. Hence more stability in the Educational Department, I am sure, would not only enhance the solidity and soundness of educational results, it would also encourage the various corporations concerned for private enterprises and endeavours.

Dr. Sibthorpe.

No. XI.—Note by Dr. C. Sibthorpe, Acting Principal, Madras Medical College.

The enclosed statement shows the cost of the Medical College during the year 1886-87.

It will be seen that the teaching cost Government as follows during last year:—

	RS.	A.	P.
The Principal and Professor of Medicine	5,400	0	0
Ten Professors	24,000	0	0
Two Lecturers	1,400	0	0
One Female Lecturer	850	0	0
Four Assistants	13,858	2	8
Total ..	45,508	2	8

The Principal is also Senior Medical Officer of the General Hospital; the ten Professors and two Lecturers have all medical charges of hospitals, &c., in the town, for which they draw the principal part of their pay and allowances. This accounts for the smallness of the sum they draw from the college. The Principal and the Professor of Pathology are restricted from private practice. The Female Lecturer is a lady now in charge of the Gosha hospital; she is an M.D. of Paris.

The four Assistants are four Apothecaries belonging to the Subordinate Medical Department; the sum of Rs. 13,858-2-8 which they draw is made up as follows:—

	RS.	A.	P.
Pay	7,462	10	0
Compensation for quarters	1,595	8	8
Special allowances	4,800	0	0
Total ..	13,858	2	8

They are all men who have been educated in the school and have served Government for years in their own department.

STATEMENT showing the expenses of the Madras Medical College for the official year 1886-87.

	Rs.	A.	P.
Principal and Professor of Medicine	5,400	0	0
Professors (ten at Rs. 200 each)	24,000	0	0
Lecturer on Comparative Anatomy	700	0	0
Do. on Botany	700	0	0
Do. on Midwifery, &c., to Female Students	850	0	0
Demonstrator of Anatomy and Curator of Museum	1,200	0	0
Assistant to the Professor of Medicine	1,200	0	0
Do. do. do. of Materia Medica and Pharmacy ..	1,200	0	0
Do. do. do. of Chemistry	1,200	0	0
Clerk	1,057	14	1
Draughtsman	720	0	0
Librarian	376	15	0
Gymnasium Instructor	300	0	0
Moochee	120	0	0
One Anatomical Attendant	240	0	0
One do. do.	144	0	0
Two do. servants, at Rs. 7 and 6 respectively	156	0	0
One Peon	66	0	0
Three Lascars, at Rs. 8 each	288	0	0
Three Dooly-bearers, at Rs. 8 each	288	0	0
One Museum Attendant	131	0	0
Three Gardeners (two at Rs. 7 each and one at Rs. 6)	240	0	0
One Female Attendant	72	0	0
Two Sweepers, at Rs. 5 each	120	0	0
Four Assistants (one 1st-class Apothecary at Rs. 200, two 2nd-class Apothecary at Rs. 150, and one Assistant Apothecary at Rs. 110)	7,462	10	8
Compensation for quarters	1,595	8	0
Four Assistant Demonstrators	120	0	0
Stipends to Students of second department	12,178	1	1
Contingencies, special	600	4	6
Do. ordinary	1,279	15	7
Total ..	64,006	4	11

APPENDIX.

Memorandum by the Director of Public Instruction, Madras, giving a brief sketch of work of the Madras Physical Training and Field Games Association.

In 1877 a gymnasium for the use of schools in Madras was opened at the People's Park from the surplus of the funds collected by the Committee formed in 1876 for assembling and entertaining at the People's Park the children attending the various schools in Madras on the occasion of the visit to Madras of His Royal Highness the Prince of Wales. Towards the construction of the gymnasium and the purchase of the apparatus, Government sanctioned a grant of Rs. 1,137-2-5 on the recommendation of the Director of Public Instruction. In 1879 a supplemental grant of Rs. 205 was sanctioned by Government towards this object. At one of the meetings of the Executive Committee of the Gymnasium of the People's Park, it was suggested by the present Director that an association should be started having for its object the general encouragement of gymnastics and manly games. The proposal was viewed favorably by many influential persons in Madras, and Mr. Lewis McIver, Madras Civil Service (retired), exerted himself zealously in promoting the movement. A public meeting was held at the office of the Director of Public Instruction on the 17th September 1881 at which the late Chief Justice Sir Charles Turner, K.C.I., who was a constant and liberal supporter of the cause so long as he remained in the Presidency, presided. The result of this meeting was the formation of the Madras Physical Training and Field Games Association with the above object. The association undertakes to promote gymnastics and other physical training and a love for field games among the youth of the Madras Presidency by—

(*a*) the establishment of a completely equipped gymnasium at the People's Park;
(*b*) establishing grounds for lawn tennis, badminton, quoits, bowls, &c.;
(*c*) the employment of trained instructors to give instruction in schools in gymnastics and athletic arts;
(*d*) aiding the formation of gymnasia in Madras and in the Mofussil;
(*e*) forming a normal class.

The association took over the gymnasium in the People's Park, but for some little time it was found difficult to secure the services of a competent instructor. In December 1881, Mr. Skelly was appointed as gymnastic instructor with the permission of His Excellency the Commander-in-Chief, and from that time the gymnasium has been regularly at work daily from 6 to 8 A.M. and from 5 to 7 P.M., Sundays excepted. The association had in view the formation of gymnasia in schools and colleges in the Presidency, and with this object plans, with specifications and estimates of suitable apparatus, were drawn up, and lithographed copies supplied to the several Inspectors of Schools and Managers of Schools in the mofussil. This step had the intended effect.

In 1882 a normal class in connection with the gymnasium was established on the recommendation of the Director for the training of gymnastic instructors belonging to Government and aided institutions and also of candidates for employment. The following statement shows the number of gymnasts trained and sent out every year:—

Year.	Number of Government gymnastic teachers trained and sent out.	Number of gymnastic teachers from aided institutions with Government scholarships trained and sent out.	Number of other gymnastic teachers trained and sent out.	Total.
1882	1	..	9	10
1883	2	..	6	8
1884	3	3	8	14
1885	9	5	17	31
1886	..	3	10	13
Up to date in 1887	..	2	19	21
Total ..	15	13	69	97

Note.—In columns 2, 3 and 4 the gymnasts who were sent out during each year on completion of training should be exhibited.

A grant of Rs. 15 per mensem was first sanctioned on behalf of the instructor in the normal class, but in their order, dated 22nd January 1886, Mis. No. 48, Educational, Government were pleased to sanction an annual grant, to be paid half-yearly, of 50 per cent. on the subscription and donations up to a limit of Rs. 500, in lieu of the monthly salary grant. The Grant-in-Aid Code allows salary grants to the gymnastic teachers employed in aided institutions and also grants to men while under training. Grants are also allowed for gymnastics under the results system, and the Grant-in-Aid Code further provides that "grants at half rates will be allowed in rural primary schools for such native gymnastic exercises and according to such rules as may be approved by the Director." Almost all the institutions for boys maintained from Provincial, Local and Municipal funds, and several important institutions aided and unaided, are provided with men trained at the gymnasium in the People's Park, who have been awarded certificates after a careful examination. At present there are seven men under training receiving scholarships from Government. To extend the knowledge of scientific gymnastics in elementary schools Forrest's Hand-book has been, under the orders of Government, translated into the chief vernaculars of the presidency, and is now being distributed to Deputy Inspectors and Inspecting Schoolmasters and to elementary normal schools. The association has not been able to do directly so much as its supporters desire for the promotion of field games and sports, but evidently considerable advance in this direction has taken place in Madras and in the mofussil in this respect, and to the labors of the executive members of the association this advance must in no small measure be attributed, as well as to the prizes given for contests by friends of the cause. Time alone can show whether the love of such exercises and games will take real hold of the national mind, but opinion seems steadily to be moving in this direction.

PROCEEDINGS

OF

THE SUB-COMMITTEE,

PUBLIC SERVICE COMMISSION.

CENTRAL PROVINCES.

Education.

Section I.—Note by the Sub-Committee.

The Sub-Committee did not visit the Central Provinces, the Berar, or Assam. The information contained in this note is derived from reports of the local Educational officers forwarded by the Local Administrations.

The staff of the Education Department, exclusive of menial servants, is divided into officers of control and inspection and Professors and Teachers. The Controlling officers are the Inspector General of Education, the Circle Inspectors of Schools, and the District Inspectors. The Inspector General is an Uncovenanted officer, a European not domiciled in India, an M A. of Cambridge, and Companion of the Indian Empire. The pay of the appointment is R1,200 rising to R1,500. One Circle Inspector of Schools is a Lieutenant-Colonel in the Bombay Staff Corps, and two are officers in the Educational Department, non-domiciled Europeans, appointed by the Secretary of State, or approved by him when appointed in India. The pay of Inspectors ranges from R500 to R1,000. The District Inspectors, on pay ranging from R80 to R200, 18 in number, are all Natives of India. There are two other non-domiciled Europeans employed in the Department—one as Principal of the Jubbulpore College on pay rising from R500 to R750, and one as Superintendent of the Male Normal School at the same place, on a salary of R200 rising to R300. The Professors of Mathematics in the same College and the Lady Superintendent of the Female Normal School are, by race, Europeans domiciled in India. The Professors of Sanskrit, of Physics, and of English are Hindus. Of a total of eleven officers belonging to the higher Educational Service, six are thus non-domiciled Europeans. It contains no Eurasians. The opinion of the present Inspector General (Mr. Colin Browning) regarding the requirements for efficient service in the higher grades of the Department is as follows:—"The Inspector General of Education should be a graduate in honors of one of the older Universities. He should be acquainted with the vernaculars of the Provinces in which he is employed, and well versed in the theory and practice of education. Circle Inspectors should be men of ability acquainted with the vernaculars of the districts in their circles of inspections, should have received a good general education, and have the University stamp on their attainments. Training at a Normal School is desirable, or they should have had experience in tuition, and be well versed in the literature of education. A peculiar training is required for an Educational Inspector. He should be a gentleman and a scholar, and, as well as being versed in one or more vernacular languages, he should have a knowledge of the Native mind. Good Inspectors can only be obtained by securing good men for our High Schools and for the junior Professorships of our Colleges. For the Professors of our Colleges, we require, if the Colleges are to be places of sound learning and not to degenerate into High Schools, the best talent, information, and instructive ability that we can procure. We require, in fact, the same kind of men that are Professors in our Colleges in Europe. They must also be robust men, and, above all, such leave and pension rules should be granted that they may not be compelled to hang on to their Professorships after the best part of their energy has gone, and until even their knowledge has fallen behind the age. We do not want men of extreme views. A Professor may inoculate a whole generation of students with political opinions and agnostic views that are not generally held by the best men, and have not yet been proved to be sound. A Professor, in short, must be a scholar and a gentleman in the highest sense of the term, and well able to maintain discipline in his class; a man of wisdom as well as of knowledge."

These opinions are not altogether shared in by the present Chief Commissioner, Mr. A. Mackenzie, whose Secretary writes on the subject as follows:—

"I am to say that the only point on which the Chief Commissioner thinks it necessary to submit any remarks is with reference to the supply of Professors for Government Colleges and of Inspectors of Schools. He is entirely opposed to the present arrangement under which these officers are ordinarily members of a superior and costly graded service. We usually get in this way as Professors in our Colleges very ordinary graduates of the English Universities, who have no special training in the art of tuition, and whose pay rises with seniority to an

amount which is frequently quite disproportionate to the value of their services. A graded officer may be teaching elementary mathematics, for instance, all his time, yet his pay may rise to the highest amount available under the graded scheme. Mr. Mackenzie is aware that the Indian Educational Service has occasionally had in its ranks very distinguished graduates of Oxford and Cambridge, who have been successful instructors of Indian youth; but he believes that in the vast majority of instances the gentlemen sent out by the Secretary of State in recent years have not been men whom it was worth offering special terms to secure; and he feels confident that for those appointments which Indian graduates are considered incompetent to fill, we should get qualified incumbents on lower, but quite adequate, salaries from the ranks of the teaching profession at home under a system of five years' agreements renewable by consent, without burdening the State with charges for leave and pension. If the policy is a sound one, as Mr. Mackenzie thinks it is, that Government should in time sever its direct connection with the work of tuition, restricting its operations to inspection, direction, and control, it is essential to get rid as soon as may be of the Educational Graded Service, with its expensive claims and privileges.

"For the duties of Inspectors of Schools, we have, in the Chief Commissioner's opinion, a sufficiently wide field of selection open to us in the ranks of the general Educational Service, European and Native. Successful teachers of schools make the best Inspectors of Schools; and the Chief Commissioner concurs with some members of the Education Commission (rather than with Mr. Browning) in holding that Professors of Colleges on the present graded list do not as a rule make good Inspectors. For the inspection of European and technical education we should probably for some time to come require European agency of a special kind; but it would not be difficult to engage this upon terms depending upon the importance and value of the work to be done. The ordinary Inspecting staff should be graded and permanent, and recruited, as above indicated, from the ranks of the general Educational Service. For ordinary district inspection, educated Natives of India are admirably suited.

"As regards the control and direction of Provincial education, the Chief Commissioner is disposed to think that, if the graded service were done away with, we could always find in the Covenanted and Uncovenanted Service of Government men fit for the work. It is unnecessary to maintain a graded service merely for the purpose of training or developing an occasional Director. The Central Provinces are no doubt fortunate in having the services of Mr. Browning as Inspector General of Education; but were he to retire, there is no one in the Educational Department of the Province qualified to succeed him, and it was Sir John Morris' intention in that event to appoint an officer of the Commission. The experience of other Provinces also goes to show that the special service not unfrequently breaks down just at the point when it might be expected to be most in evidence."

The Inspector General writes very strongly as to the hard and unequal operation of the Uncovenanted Service leave and pension rules in the case of officers of the Department in the Central Provinces.

Section II.—Information supplied by the Central Provinces Administration.

No. 1894—97, dated Nagpur, 16th April 1887.

From—A. H. L. FRASER, Esq., C.S., Secretary to the Chief Commissioner, Central Provinces,

To—The President of the Public Service Sub-Committee.

With reference to your letter No. 266 S., dated 30th ultimo, I am directed to forward copy of a letter No. 3450, dated 5th instant, from the Inspector General of Education.

2. I am to say that the only point on which the Chief Commissioner thinks it necessary to submit any remarks is with reference to the supply of Professors for Government Colleges and of Inspectors of Schools. He is entirely opposed to the present arrangement under which these officers are ordinarily members of a superior and costly graded service. We usually get in this way as Professors in our Colleges very ordinary graduates of the English Universities, who have no special training in the art of tuition, and whose pay rises with seniority to an amount which is frequently quite disproportionate to the value of their services. A graded officer may be teaching elementary mathematics, for instance, all his time; yet his pay may rise to the highest amount available under the graded scheme. Mr. Mackenzie is aware that the Indian Educational Service has occasionally had in its ranks very distinguished graduates of Oxford and Cambridge, who have been successful instructors of Indian youth, but he believes that in the vast majority of instances the gentlemen sent out by the Secretary of State in recent years have not been men whom it was worth offering special terms to secure; and he feels confident that for those appointments which Indian graduates are considered incompetent to fill, we should get qualified incumbents on lower, but quite adequate, salaries from the ranks of the teaching profession at home under a system of five years' agreements renewable by consent, without burdening the State with charges for leave and pension. If the policy is a sound one, as Mr. Mackenzie thinks it is, that Government should in time sever its direct connection with the work of tuition, restricting its operations to inspection, direction, and control, it is essential to get rid as soon as may be of the Educational Graded Service, with its expensive claims and privileges.

3. For the duties of Inspectors of Schools—we have, in the Chief Commissioner's opinion, a sufficiently wide field of selection open to us in the ranks of the general Educational Service, European and Native. Successful teachers of schools make the best Inspectors of Schools; and the Chief Commissioner concurs with some members of the Education Commission (rather than with Mr. Browning) in holding that Professors of Colleges on the present graded list do not, as a rule, make good Inspectors. For the inspection of European and Technical education, we should probably for some time to come require European agency of a special kind; but it would not be difficult to engage this upon terms depending upon the importance and value of the work to be done. The ordinary Inspecting staff should be graded and permanent, and recruited, as above indicated, from the ranks of the general Educational Service. For ordinary district inspection educated Natives of India are admirably suited.

4. As regards the control and direction of Provincial education, the Chief Commissioner is disposed to think that if the graded service were done away with, we could always find in the Covenanted and Uncovenanted Service of Government men fit for the work. It is unnecessary to maintain a graded service merely for the purpose of training or developing an occasional Director. The Central Provinces are no doubt fortunate in having the services of Mr. Browning as Inspector General of Education, but were he to retire, there is no one in the Educational Department of the Province qualified to succeed him, and it was Sir John Morris' intention in that event to appoint an officer of the Commission. The experience of other Provinces also goes to show that the special service not unfrequently breaks down just at the point when it might be expected to be most in evidence.

No. 3450, dated Nagpur, 5th April 1887.

From—C. A. R. BROWNING, M. A., C.I.E., Inspector General of Education, Central Provinces,

To—The Secretary to the Chief Commissioner, Central Provinces.

I have the honour to acknowledge the receipt of your No. $\frac{1894}{97}$ of 23rd instant, and to report as follows:—

2. The staff of the Education Department may be broadly divided into—

(1) Officers of control and inspection.
(2) Professors and teachers.
(3) Menial servants.

We are concerned here only with officers of the first two classes.

3. The controlling officers are the Inspector General of Education, the Circle Inspectors of Schools, and the District Inspectors of Schools. The two former classes are superior officers of control and inspection; the latter are inferior officers of control and inspection.

The superior officers of control are of three grades, *viz.*:—

The Inspector General of Education, an Officer of the 1st or highest grade—Pay	Rs.	1,250	rising to	Rs. 1,500
Two Inspectors of Schools of the 3rd grade	"	750	"	" 1,000
One Inspector of Schools of the 4th grade	"	500	"	" " 750

These four officers are either appointed by the Secretary of State for India, or their appointment is approved by the Secretary of State.

4. The subordinate officers of control and inspection are the District Inspectors of Schools. They are 18 in number, and they are graded officers. There is also one joint Zila Inspector for the district of Raipur. The officers are thus graded:—

Number.	Pay.
2	200
2	150
4	125
4	100
6	80

The joint Zila Inspector, Raipur, is paid R 60 per mensem, and the Head Master of Sironcha inspects the few schools in Sironcha, for which he receives travelling allowance and a small annual sum. Nominations to the senior Controlling staff are sometimes made by the local administration, and approved by the Secretary of State. At other times officers are, on the application of the local Administration, sent out from England. Nominations to the subordinate Inspecting and Controlling staffs are usually made by the Inspector General of Education, are approved by the Deputy Commissioner of the district where the District Inspector is to be employed, and by the Commissioner of the Division in which the district exists. The opinion of these officers are sent to the Chief Commissioner by the Inspector General of Education, and the Chief Commissioner then appoints the nominee so selected and approved.

The considerations that weigh with the Inspector General of Education in making proposals are—

1st.—The possession of good education as evidenced, if possible, by University standing.

2nd.—Success as a teacher.

3rd.—Knowledge of the vernaculars spoken in the district to which the officer is appointed.

For instance, in some districts knowledge of English, Hindi, and Urdu is alone required, in other districts a knowledge of English, Marathi, Hindi, and Urdu is wanted, in another district a knowledge of English, Uriya, and Hindi is required, and so on. No Zila Inspector is appointed who is not acquainted with English, and who is not also a thoroughly good vernacular scholar. Promotion is made by the Inspector General of Education. Seniority, industry, talent, and success are the qualities necessary to secure promotion. The field of selection is limited, as we cannot send a Marathi man to a Hindi-speaking district, or a Hindi man to a Marathi district, and obviously it would not do to have all the most highly paid officers in one circle, perhaps the pleasantest. The officers are now, according to their grades, thus distributed:—

Circle.	R300.	R150.	R125.	R100.	R80.	R60.
Northern Circle	1	1	2	2	1	Joint Zila School.
Southern Circle	1	1	2	1	2	...
Eastern Circle	0	1	0	1	1	1

Professors and Teachers.

5. The Professors of the Jubbulpore College and the Superintendents of the Jubbulpore Training Schools are the only teachers that are gazetted officers.

They are seven in number:—

	R	R
1. Mr. Young, Principal	500 to	750
2. „ Firth, Professor of Mathematics	300 „	400
3. „ Kailas Chandra Datta, M.A., Professor of Sanscrit	200 „	250
4. „ Jivan Chandra Mukerjea, B.A., Professor of Physics	150 „	200
5. „ Haridhan Bandhopadyay, M.A., Professor of English	150 „	200
6. The Head Master, Normal School, Jubbulpore	200 „	300
7. The Head Mistress, Female Normal School, Jubbulpore	150 „	200

The appointment of the Principal requires, I believe, the sanction of the Secretary of State, as he is an officer in the graded list. The appointments are made generally on the recommendation of the Inspector General of Education. The College should prepare students for the M. A. degree of the Calcutta University (*vide* Calendar), and Professors are appointed who can teach the subjects required for that degree. Mr. Young is not a graduate of any University, but was trained at a *Normal* School in Scotland, and Mr. Firth was a certificated Army Schoolmaster, and is a good mathematician, and teaches clearly and well. The degrees taken by the other Professors speak for their efficiency. In making promotions, I should be guided by seniority, ability, successful work, and power to manage others.

6. All other teachers belong to the following schools:—

1. High Schools.
2. Middle Schools.
3. { I.—Primary schools in town.
   { II.—Primary schools in villages.

I usually appoint to Schoolmasterships in High and Middle Departmental Schools. There is one Anglo-Vernacular Middle School under a District Council. If the pay of the appointment is more than Rs60, I am required to obtain the consent of the Chief Commissioner. Appointments on less than Rs20 a month are filled up by the Circle Inspectors. To primary schools in towns Schoolmasters are nominated by the Circle Inspectors. The District Councils nominate Masters to rural schools. They nominate absolutely to all Masterships of less than Rs15 per mensem; above that sum the consent of the Circle Inspector is required. No Masters can be appointed who are not *certificated*, who are not Natives of these Provinces, except with special sanction. Promotions are regulated almost entirely by success. In cases of equal merit the man of highest service is promoted.

The conditions of service in the Department as regards pay, pension, and furlough.

7. The graded officers of inspection and control may either be members of the Covenanted Civil Service, or Military Officers, or Uncovenanted Servants. Three of the four are Uncovenanted Officers, and are subject to the Uncovenanted Rules as regards pension; but some have special leave rules (*vide* Schedule B of the "Civil Leave Code"). Mr. Browning, Inspector General of Education, Mr. Elliott, Inspector of Schools, Eastern Circle, have been admitted to the leave rules of Chapter V of the Code. But Mr. Thompson, M.A., who is senior to Mr. Elliott, who is a graduate of a University, which Mr. Elliott is not, who receives higher pay than Mr. Elliott, has not been admitted to the more favourable leave rules. Why this anomaly has been allowed to exist I do not understand. The case has been represented. The Uncovenanted Officers are subject to the pension rules of the Uncovenanted Service, which now limit the pension to a maximum of Rs6,000 (or say £375) a year in the case of the Inspector General, and to a maximum of Rs4,000 in the case of other officers. The Inspector General has already completed *26 years' service*. When he entered the Department, the rule was that half-pay pensions should not exceed £500 a year. The present pension rules are for European Officers in the graded service very illiberal, and cause anomalies and discontent. If a Military Officer holds one of the graded appointments, he may retire on a pension varying from some £600 to £800 a year or more according to length of service. If a Civilian holds one of the appointments, his pension of £1,000 a year is secured to him. But if an Uncovenanted Officer holds one of the appointments, though he may be senior to the Military Officers, that is, though the Military Officer may be his immediate subordinate, yet he cannot draw more than Rs5,000 a year as a pension—a perfectly inadequate sum, at the present rates of exchange, for an officer the head of so important a Department. The leave rules also are not suited to European officers of the graded service if such officers are not admitted to the special rules. In the words of the late Sir Alexander Grant, Director of Public Instruction, Bombay—

> What I mean is this, that the Educational Despatch of 1854, finding certain schools and Educational Institutions established under an honorary board, introduced a Director of Public Instruction and a staff of Inspectors. But the former was a Covenanted Civilian, and the Inspectors were either Civilians or Military* or Medical Officers, who were under the leave and pension rules of their several services. Other persons employed in the Educational Service, having been at first without claim to pension, were subsequently brought under the rules of the General Uncovenanted Service—rules framed for a body of Indian and Eurasian Natives of this country, and quite unsuited to the circumstances of European gentlemen. By degrees (in accordance with the despatch of 1859) the Offices of the Director and the Educational Inspectors have ceased to be filled by Civilians and Military or Medical Officers; and by the appointment in England of Professors, Principals of Colleges, and Head Masters of 1st grade High Schools, a small, but distinct, service has now grown up, for which the original rules and conditions have ceased to be appropriate.

I do not enter into details regarding the pay and pension rules; they are well known to the Government of India, and are contained in the Civil Pension and Leave Code. All that I have said regarding officers of control applies also to European Officers of the graded list, who are Professors in Colleges.

8. As regards Schoolmasters, if they were appointed before the 29th January 1886 to a District or Anglo-Vernacular School wholly or partly supported by municipalities and subscriptions, their service qualifies for pension. But Schoolmasters appointed to such schools since that date are not entitled to pensions. Nor are Schoolmasters appointed to District Council Schools entitled to pension. For such schools, I suppose, eventually a pension fund will have to be formed. Our best men gladly leave the Department for service that qualifies for pension. Other vernacular schools are under municipalities, and service in such schools does not qualify for pension. The Uncovenanted Leave Rules apply, or are held to apply, to all these Schoolmasters.

The technical requirements of the Department and the professional attainments essential for efficient service in its various branches.

9. The Inspector General of Education should be a graduate in honours of one of the older Universities. He should be acquainted with the vernaculars of the Provinces in which he is employed, and well versed in the theory and practice of education. Circle Inspectors should be men of ability acquainted with the vernaculars of the districts in their circles of inspections, should have received a good general education, and have the University stamp on their attainments. Training at a Normal School is desirable, or they should have had experience in tuition, and be well versed in the literature of education. A peculiar training is required for an Educational Inspector. He should be a gentleman and a scholar, and, as well as being versed in one or more vernacular languages, he should have a knowledge of the Native mind. Good Inspectors can only be obtained by securing good men for our High Schools and for the junior Professorships of our Colleges. For the Professors of our Colleges, we require, if the Colleges are to be places of sound learning and not to degenerate into High Schools, the best talent, information, and instructive ability that we can procure. We require, in fact, the same kind of men that are Professors in our Colleges in Europe. They must also be robust men, and, above all, such leave and pension rules should be granted that

* One of our Inspectors of Schools is a Military Officer, Colonel H. Jacob, Bombay Staff Corps.

they may not be compelled to hang on to their Professorships after the best part of their energy has gone, and until even their knowledge has fallen behind the age. We do not want men of extreme views. A Professor may inoculate a whole generation of students with political opinions and agnostic views that are not generally held by the best men, and have not yet been proved to be sound. A Professor, in short, must be a scholar and a gentleman in the highest sense of the term, and well able to maintain discipline in his class; a man of wisdom as well as of knowledge.

10. Matriculated men and men who have passed the F. A. Examination make good Assistant Masters in our Middle Schools. For the Head Mastership of such schools, I should prefer a graduate. The Head Master of a High School and some of the Assistant Masters should also be graduates. For our Normal Schools we require good vernacular scholars, and men who have a great natural aptitude for teaching and are enthusiasts, and grudge no expenditure of time and labour in the work of training Masters.

11. For our Vernacular Schools we train men in our Normal Schools. The Masters required for Primary Vernacular Schools should be good vernacular scholars, have a sound acquaintance with arithmetic, have such knowledge of drawing as is required in the possessor of a 1st or lowest grade Art certificate, be able to survey with the plane table, and have some knowledge of history, geography, and elementary science and sanitation, Algebra, and Euclid. He might also have read an agricultural class book. A man who passed in drawing might be exempted from "agriculture." He would have had training in the art of teaching in the Normal School.

12. All classes of the community seek to enter the Educational Department, except the very lowest* classes. Brahmans, from the respect paid to them by other classes of the community, and by hereditary talent, make perhaps the best Schoolmasters. Mahomedans make very good Inspectors of Schools, especially in remote, jungly districts, where the distances to be travelled are great, and where suitable food is difficult to be obtained and prepared by a high caste Brahman. Middle Schoolmasters and Assistant High Schoolmasters make excellent District Inspectors.

13. The existing constitution and organization of the Department I enter in the form required.

* One of our best vernacular teachers is a *dhor*.

Existing Organization and Constitution of the Education Department in the Central Provinces.

1	2	3	4						
			NUMBER OF APPOINTMENTS IN EACH CLASS OR GRADE NOW HELD BY						
			1	2	3	4			
						NATIVES OF INDIA.			
Department.	Total number of gazetted appointments, or of appointments not being purely clerical, of salaries of Rs.200 and upwards.	Distribution of the gazetted appointments or of other appointments mentioned in column 2 amongst classes and grades with rate of pay attached to each.	Europeans not domiciled in India.	Europeans domiciled in India.	Eurasians.	(a) Hindus.	(b) Mahomedans.	(c) Others.	(d) Total.
Education	11	1 Inspector General of Education, Central Provinces: pay Rs.1,200 rising to Rs.1,800	1	...	...	...	...	...	...
		1 Inspector of Schools, 3rd grade: pay Rs.750 to Rs.1,000	1	...	...	...	...	...	...
		1 „ „ 3rd grade: pay Rs.750 to Rs.1,000	1	...	...	...	...	...	...
		1 „ „ 4th grade: pay Rs.500 to Rs.750	1	...	...	...	...	...	...
		1 Principal of the Jubbulpore College: pay Rs.500 to Rs.750	1	...	...	...	...	...	...
		1 Superintendent of the Male Normal School, Jubbulpore: pay Rs.300 to Rs.800	1	...	...	...	...	...	...
		1 Professor of Mathematics: pay Rs.300 to Rs.400	...	1	...	...	...	...	...
		1 „ Sanscrit: pay Rs.200 to Rs.250	...	...	...	1	...	...	1
		1 „ Physics: pay Rs.150 to Rs.200	...	...	...	1	...	...	1
		1 „ English: pay Rs.150 to Rs.200	...	...	...	1	...	...	1
		1 Lady Superintendent, Female Normal School, Jubbulpore: pay Rs.150 to Rs.200 and house	...	1	...	...	...	...	...
		TOTAL	6	2	...	2	...	...	2

COLIN BROWNING, M.A., C.I.E.,
Inspector General of Education,
Central Provinces.

NAGPUR,
The 18th June 1887.

PROCEEDINGS

OF THE

SUB-COMMITTEE,

PUBLIC SERVICE COMMISSION.

ASSAM.

Education.

Section I.—Note by the Sub-Committee.

Assam. — Education. — Section I.

Assam.—There are only two non-domiciled Europeans in the Educational Department in this Province. One an officer of the Bengal Graded Educational Service on pay rising from R750 to R1,000 is Inspector of Schools and head of the Department; the other is Head Master of a Normal School on R200. Twenty-one inferior appointments, with salaries from R100 to R200, are held—19 by Hindus, and 2 by other Natives of India. There is no domiciled European, Eurasian, or Mahomedan in the Department.

The Chief Commissioner has no doubt that the interests of education in Assam requires the retention at the head of the Department of a European, and has no suggestions to make for alterations in its constitution.

Section II.—Information supplied by the Assam Administration.

No. 2659, dated Shillong, 12th May 1887.

From—C. J. LYALL, Esq., Secretary to the Chief Commissioner of Assam,

To—The President, Public Service Commission.

Assam. — Education. — Section II.

In reply to your letter No. 264, dated the 30th March 1887, making certain enquiries regarding the Education Department in Assam, I am directed to forward copy of a report from the Inspector of Schools containing answers to the questions asked.

2. There is but one European officer in the Department in this Province who is a member of the Bengal Educational Service. The Chief Commissioner has no doubt that the interests of education in Assam require the retention at the head of the Department of a European, and has no suggestions to make for any alteration in its constitution.

No. 99, dated Shillong, 14th April 1887.

From—The Inspector of Schools, Assam,

To—The Secretary to the Chief Commissioner of Assam.

I have the honour to acknowledge your General Department letter No. 1499, dated the 23rd March 1887, enclosing No. 152, dated the 17th March 1887, from the Secretary, Public Service Commission, asking for certain information regarding the Education Department of Assam. Before doing so, it will be useful to give a brief outline of the constitution of the Department, as laid down by (1) Circular No. 31, dated the 2nd May 1879, General Department, from the Secretary to the Chief Commissioner to all Deputy Commissioners; and (2) Resolution of the 10th May 1882 on localization:—

(1) the Department is under the control of the Inspector of Schools, who is responsible for all classes of education;

(2) there are nine Deputy Inspectors, graded gazetted officers, whose pay ranges from R75 to R200;

(3) there are 21 Sub-Deputy Inspectors, not gazetted, *viz.*:—

7	on	R50 each.
5	"	40 "
8	"	30 "
1	"	20

Assam.

Education.

Section II.

In these cases the pay is attached to the post, so that they are not graded. Seven of these men are paid from Provincial Revenues; the remainder (14) from Local Funds;

(4) there are the Masters of Government Schools, High, Middle, and Normal;

(5) the *gurus* or teachers of Primary Schools under the Local Boards and Missionary bodies;

(6) and the teachers of Aided Schools of all classes.

2. As before stated, the Department is under the control of the Inspector of Schools, but the administration of the allotments for primary education and that of grants-in-aid to all classes of schools are vested in the several Local Boards, and the amount is paid from Local Funds in the following exceptions, where grants are given from Provincial Funds to certain Mission bodies for these purposes:—

The Gáro Hills.	The Nága Hills.
„ Khási and Jaintia Hills.	„ Kachari Schools in Darrang.

The Government Schools, High, Middle, and Normal, are directly under the Inspector of Schools.

(1) The present Regulations of the Department as to admission to the various grades and ranks of which it is composed and to promotion therein, or, if no such regulations exist, a statement of the principles by which the departmental or other authority invested with the duty is guided in making first appointments to, or promotions in, the Department.

(1) Deputy Inspectors are in four grades, as follows:—

1st	grade on	R 200	1
2nd	„	„ 150	1
3rd	„	„ 100	2
4th	„	„ 75	5
		Total	9

The Inspector nominates to the post; his nominee, if approved of, is then appointed on probation by the Chief Commissioner, but not confirmed until he passes (1), if a Bengali, the higher standard in Assamese; (2), if an Assamese, the higher standard in Bengali, as laid down in Rule XXIII for Departmental Examinations—General Department Notification No. 119, dated the 8th April 1887 (copy enclosed). These men are usually chosen from among the teachers of High Schools. Being on a graded list, they are promoted according to seniority on the list, unless there be some special reasons for not doing so.

(2) Sub-Inspectors are appointed by the Chief Commissioner on the recommendation of the Inspector, the Chairman of the Local Board, where the officer has to serve, being invariably asked in the first instance to nominate a man for the post. Before being confirmed, Sub-Inspectors have to pass a Departmental examination under Rules 7 and 8 of the Rules for the Examination of Teachers and Sub-Inspectors (Circular No. 24, dated the 13th November 1884), a copy of which is enclosed. These men are chosen usually from the teachers of Government or Aided Schools; and, as far as possible, for the Assam Valley Assamese are appointed when found qualified and willing to accept the post.

(3) Masters in Government Schools on R100 or over are appointed by the Chief Commissioner on the recommendation of the Inspector of Schools, who nominates one of the Second Masters of a High School, if there be one qualified for the post, or else procures a man from one of the Bengal Colleges. The Masters and Pandits on a salary below R100 are appointed by the Inspector of Schools on probation, subject to passing an examination in the art of teaching, as laid down in Rules 5 and 6 of the Rules for the Examination of Teachers (Circular No. 24, dated the 13th November 1884.)

(4) Teachers in Local Board Schools are appointed by the Chairman on the recommendation of the Deputy or Sub-Inspector of Schools.

(5) The appointment of teachers in Aided Schools rests with the managers of the same Local Boards having the power of withdrawing the grant if unqualified teachers are appointed.

(6) The several Mission bodies are unfettered in the appointment of teachers to the schools under their charge.

(7) The above is a brief statement showing with whom the appointments in the Department rest. There is no fixed rule or regulation for making first appointments or promotions. When a vacancy occurs, say for a post where the pay is R50, one of the teachers on lower pay ranging, say, between R35 and R45, if qualified, is offered the post; but in some cases they do not accept, choosing rather to remain in a favoured station on R45 or even R40 than to go to a distant place on promotion, in which case the post is filled up from amongst the list of applicants which I keep at headquarters, or failing this, is advertised, and the best qualified applicant appointed. Qualification, rather than seniority, is taken into consideration when making promotions. By qualification I do not mean simply having passed certain University or Departmental Examinations. A Babu may have passed the B. A. examination, and still be physically unfit for the work of a Deputy Inspector, who has constantly to be on tour, or he may be wanting in the tact and power of organization necessary to fit him for the post of Head Master.

4. *(2) The conditions of service in the Department in regard to pay, pension, and furlough.*

(a) Pay.

The Inspector of Schools is usually a 3rd grade Education Officer from Bengal, whose pay ranges from R750 to R1,000.

Deputy Inspectors are in four grades, ranging from R75 in lowest to R200 in highest. These officers are gazetted.

Sub-Inspectors are ungraded non-gazetted officers, whose pay varies from R20 to R50, according to the district or sub-division they are stationed at.

Masters and Pandits of Government Schools are ungraded, non-gazetted officers whose pay ranges from R5 to R200.

Teachers of Local Board Schools are ungraded, non-gazetted men, whose pay varies from R3 to R35, according to the class of school.

Teachers in Aided Schools are ungraded, non-gazetted officers, whose pay varies from about R5 to R100, according to the class of school.

In all the above cases, with the exception of Deputy Inspectors and Head Masters of Government High Schools, the pay belongs to the post the man holds, and, in order to get an increase of pay, he has to get a transfer. Simple length of service does not qualify for this; the general fitness of the man and his former work are always taken into consideration. For third, second, and Head Masters in High Schools, it is usual to require the applicant at least to have read up to the B. A. standard of the Calcutta University, though this is not invariably insisted on. In order to be eligible for promotion, which means increase of pay, teachers in departmental schools have to pass an examination as laid down in Circular No. 24, dated the 13th November 1884.

(b) *Pension.—Furlough.*

Deputy Inspectors, Sub-Inspectors, paid from Provincial, and those paid from Local Funds, who contribute for pension, and all Masters and Pandits of departmental schools of all classes, qualify for pension under the Uncovenated Service Pension Rules, and obtain furlough under the Uncovenanted Furlough Rules. The teachers of all other schools, *i.e.*, Local Board, Aided, and schools under the several Mission bodies, get neither pension nor furlough.

5. (3) *The technical requirements of the Department, and the professional attainments essential for efficient service in its various branches.*

The Department may for this purpose be divided into the (1) inspecting and (2) into the teaching branches:—

(1) *The Inspecting Branch.*

Deputy Inspectors are required to pass the higher standard in Assamese or Bengali, according as the man is a Bengali or Assamese; and Sub-Inspectors are required to pass an examination by Rules 7 and 8 of the Rules for the Examination of Teachers. In order to efficiently discharge their duties they should be well educated men, having a good knowledge of English Mathematics, and the Vernacular of the district in which they serve. They should be possessed of considerable tact, and be popular with the people, and finally be physically fit for constant travelling.

(2) *The Teaching Branch.*

The one requirement is that Masters should pass the Teachership Examination as laid down in Circular No. 24, dated the 13th November 1884.

For English Masters they should be University men as far as possible, and for Pandits passed 1st grade Normal School pupils.

6. (4) *The classes of the community who seek to be employed in the Department, and the comparative capacity of each for rendering efficient service therein.*

All classes seek employment, and, if equally educated, are equally efficient as far as imparting instruction goes; but I have no hesitation in saying that high-caste Brahmins are more respected by the pupils and parents; their influence, therefore, with the boys is much greater than that of a low-caste man, and hence they, as a rule, are much better disciplinarians, managing their classes more by respect than fear of punishment. The same holds in a higher degree with inspecting officers.

7. (5) *The existing organisation of the Department.*

Statement A gives the necessary information.

The enclosure of your letter under reply is herewith returned with that of memorandum No. 2058, dated the 11th April 1887.

Circular No. 24, dated Shillong, 13th November 1884.

From—The Inspector of Schools, Assam,

To—The Chairman, Local Boards, Deputy and Sub-Inspectors of Schools, and Masters of High, Normal, and Middle Schools, Assam.

I have the honour to forward, for your information and guidance, the following rules for the examination of teachers in (1) Government High and Middle English Schools, (2) Government Middle Vernacular and Normal Schools, which have been approved of by the Chief Commissioner.

Rule 1.—No Master in Government High and Middle English Schools will be confirmed in his appointment until he has passed an examination in the art of teaching by the standard laid down in Rule 5.

Rule 2.—No teacher in a Government Middle Vernacular or Normal School will be confirmed in his appointment until he has passed an examination in the art of teaching by the standard laid down in Rule 6; but this examination will not be required of men who have already passed the third-year class of the Gauhati Normal School, or of any school of a corresponding status.

Rule 3.—Masters and Pandits already in Government service below the standing of a third Master of a High School will not be eligible for promotion until they pass an examination in the art of teaching as laid down in Rules 5 and 6 respectively.

Rule 4.—Sub-Inspectors of Schools now on probation, and all hereafter who may be appointed, must pass an examination in the subjects laid down in Rule 7 before being confirmed. On passing, their names will be submitted by the Inspector of Schools to the Chief Commissioner for confirmation in their posts.

Rule 5.—The subjects for examination in the art of teaching, for Masters in English schools, are as follows:—

Manuals on the Science and Art of Teaching—(National Society's Depository, Westminster.)

Series I —
- No. 4—On Discipline.
- „ 5—On Class Teaching.

Series II —
- No. 1.—How to teach Grammar.
- „ 2.—Arithmetic and how to teach it.
- „ 3.—How to teach Geography.
- „ 4.— „ „ History.

The examination will be conducted by means of printed papers. Correctness of expression and goodness of handwriting will be taken into consideration when allotting marks. Candidates must obtain 60 per cent. of the allotted marks.

Rule 6.—The subjects for examination of Pandits in the art of teaching will be those of the third-year class of the Gauhati Normal School. Correctness of expression in Bengali and goodness of handwriting will be taken into consideration when allotting marks. Candidates must obtain 60 per cent. of the allotted marks.

Rule 7.—The subjects for the examination of Sub-Inspectors are as follows:—

(*a*) Bengali Literature and Grammar, as for the third-year class, Gauhati Normal School.
(*b*) Euclid, Book I, with deductions (in Bengali).
(*c*) Arithmetic, whole (in Bengali).
(*d*) Art of Teaching, as in Rule 5.

Rule 8.—For Sub-Inspectors, the following exceptions are made:—

(1) A 1st grade Normal School certificate-holder, or a passed Entrance man, need only pass in (*d*) under Rule 7.

(2) A man holding a 1st or 2nd grade Middle scholarship certificate need only pass in (*a*) and (*d*) under Rule 7.

Existing Organization and Constitution of the Education Department.

1	2	3	4					
			NUMBER OF APPOINTMENTS IN EACH CLASS OR GRADE NOW HELD BY					
			1	2	3	4		
						Natives of India.		
Department.	Total number of gazetted appointments, or of appointments not being purely clerical, of salaries of Rs.100 and upwards.	Distribution of the gazetted appointments and the other appointments mentioned in column 2 amongst classes and grades, with rate of pay attached to each.	Europeans not domiciled in India.	Europeans domiciled in India.	Eurasians.	(a) Hindus.	(b) Mahomedans.	(c) Others.	(d) Total.
		Gazetted.							
Education ...	Gazetted ... 11 Non-gazetted ... 12 Total ... 23	3rd class Bengal Educational Service from Rs. 750 to Rs. 1,000 ... ... 1 Deputy Inspector of 1st grade on Rs. 300 ... ... 1 Ditto 2nd " " 150 ... ... 1 Ditto 3rd " " 100 ... ... 2 Ditto 4th " " 75 ... ... 5 Head Master of Normal School on Rs. 300 ... 1 11	1	..	..	..	..	..	..
		Non-gazetted.							
		Head Masters of High Schools on Rs. 150 to Rs. 200 ... 2 Ditto ditto ... " 150 ... 1 Ditto ditto ... " 125 ... 2 Ditto ditto Rs. 100 to " 125 ... 2 Ditto ditto ... " 100 ... 2 2nd ditto ditto ... " 100 ... 1 Head Master, Normal School, on ... " 100 ... 1 12	..	..	..	2 1 2 2 1 1	..	..	2 1 2 2 1 1
	Grand Total 23								
		Total ... 23	2	..	..	19	..	2	21

Annals — Education Section II.

PROCEEDINGS

OF THE

SUB-COMMITTEE,

PUBLIC SERVICE COMMISSION.

BERAR.

Education.

Section I.—Note by the Sub-Committee.

Berar. Education. Section I.

Berar.—There is only one non-domiciled European employed in the Educational Department in this Province. The Director of Public Instruction on a salary of R1,000 and the Educational Inspector on R300 rising to R500 are both Hindus.

The European in question is the Head Master of the High School on R400.

The Resident of Hyderabad, who is the head of the Administration, believes "that the educated element in India can be largely employed in the educational work of the Province to which graduates belong, and points out that this is done to a considerable extent in Berar already."

The Officiating Director of Public Instruction writes on this that appointments of R20 and upwards are usually given to candidates who have passed the Matriculation and Higher University examinations, adding that a graduate of the Bombay University can easily be had now for half what he cost from 15 to 20 years ago.

Section II.—Information supplied by the Berar Administration.

No. 1049R., dated Hyderabad Residency, 27th April 1887,

From—Lieutenant W. H. Cornish, Officiating Secretary for Berar to the Resident at Hyderabad,

To—The President, Sub-Committee, Public Service Commission.

Berar. Education. Section II.

I am directed to acknowledge the receipt of your letter No. 2098., dated 30th March 1887, requesting information on certain points in connection with the Educational Department of the Hyderabad Assigned Districts, and in reply to enclose copy of letter No. 74, dated 9th April, from the Director of Public Instruction to the address of the Commissioner of the Province, affording the required information.

2. The Resident believes that the educated element in India can be largely employed in the Educational work of the Province to which graduates belong; and this is done to a considerable extent in Berar already.

No. 74, dated Akola, 9th April 1887.

From—G. C. Aitken, Esq., Officiating Director of Public Instruction, Hyderabad Assigned Districts,

To—The Commissioner, Hyderabad Assigned Districts.

I have the honour to acknowledge the receipt of a copy of letter No. 172, dated the 17th ultimo, from the Secretary to Public Service Commission, with a copy of Berar Secretary's letter No. 736 R. of the 29th idem, forwarded under your endorsement No. 1729 of the 5th instant.

2. I am asked to furnish particulars under each of four heads specified in the letter from the Secretary to the Public Service Commission in regard to the Educational Department in the Hyderabad Assigned Districts; but as these heads bear upon the upper strata in the systems of elaborate and highly organized Department of Public Instruction, this Department has little to show under any head, as it has no Arts College, no Colleges of Medicine or Law, no School of Art, and no graded Service.

I will take the heads in the order they are given:—

1st head.—This Department does not possess either a superior or subordinate graded service. Its controlling agencies are a Director on a fixed salary, an Educational Inspector, who is a gazetted officer, but not in the graded list, and seven Deputy Educational Inspectors who rank according to their salaries, which rise from R125 to R200. It has two High Schools, which are on an equal footing, one Normal School, and six grades of Middle and eight grades of Primary Schools. In the first two or three years after the Department was started, first appointments were filled by teachers imported by the Director from the Bombay Presidency, and the Department having been thus manned vacancies since then have been filled by promotions, and the lower ranks have been recruited chiefly from our own schools.

Berar.
Education.
Section II.

Excepting the Educational Inspectorship, which requires the sanction of the Government of India and the Head Mastership of the High Schools and the Deputy Educational Inspectorships which have to be sanctioned by the Resident at Hyderabad, all first appointments and promotions are made by the Director; and in making the latter, the only principle he has to guide him is that of selecting on the combined grounds of seniority, good service, and fitness for higher or extended duties.

In appointing a new man to an important post; there is no laid down rule or principle to guide the Director. He is guided by his own judgment as to the requirements of the appointment, and University Examinations are the standards to which he refers.

2nd head.—The conditions of service in the Department in regard to pay, pension, and furlough are those laid down in the Financial Codes.

3rd head.—This Department has no Schools of Medicine or of Law, and no Schools of Art or Industry. Drawing is taught by teachers with certificates from the Bombay School of Art in our High Schools and in the Training College, which is simply a Normal School for the supply of Masters to our Primary Schools on salaries from R12 to R15. It is presided over by a Principal on a salary of R125. Appointments of R20 and upwards are usually given to candidates who have passed the Matriculation and Higher University Examinations.

A graduate of the Bombay University can easily be had now for half of what he cost from 15 to 20 years ago.

4th head.—The Mahomedans and, on the Hindu side, the Brahmins are the two classes of the Berar community who seek to be employed in the Department.

Mahomedans, as a rule, enter the Department from the Training College, and they are therefore inferior in education as well as in social status, and for the purpose of class comparison need not be considered.

Of all the other classes, the Brahmins are so exclusively the class employed in the Department that any comparison as regards capacity for service between them as a class, and other classes represented by an individual here and there, would scarcely be just.

8. A form, as prescribed in paragraph 5 of the letter under reply, showing the existing organization and constitution of this Department, is hereto annexed.

Existing Organization and Constitution of the Education Department, Hyderabad Assigned Districts.

1	2	3	4						
Department.	Total number of appointments, or of appointments not being purely clerical, of salaries of Rs. 100 and upwards.	Distribution of appointments or of other appointments mentioned in column 2 amongst classes and grades, with rate of pay attached to each.	NUMBER OF APPOINTMENTS IN EACH CLASS OR GRADE NOW HELD BY						Remarks.
			1	2	3	4			
			Europeans not domiciled in India.	Europeans domiciled in India.	Eurasians.	Natives of India.			
						(a) Hindus.	(b) Mahomedans.	(c) Others.	(d) Total.	
Education	Gazetted . . 2	Director of Public Instruction on Rs. 1,000 per mensem	...	...	...	1	...	...	1	
		Educational Inspector of Rs. 300 rising to Rs. 500 by biennial increments of Rs. 50.	...	...	...	1	...	...	1	
	Non-Gazetted 24	Head Master of High School on Rs. 400	1	...	...	...	...	...	...	The pay of this post is reckoned as one of the special appointments mentioned in column 2.
		Ditto ditto on Rs. 250	...	...	...	1	...	...	1	
		Deputy Educational Inspectors on Rs. 200 per mensem...	...	...	...	2	...	...	2	
		Ditto ditto on Rs. 150 do. ...	...	...	...	2	...	...	2	
		First Assistants in the High Schools on Rs. 150 ...	...	...	...	2	...	...	2	
		Deputy Educational Inspectors on Rs. 125 per mensem	...	...	...	2	1	...	3	
		Principal, Training College, on Rs. 125	...	...	...	1	...	...	1	
		Head Masters of Anglo-Vernacular Schools on Rs. 125 ...	...	...	...	2	...	...	2	
		Head Clerk, Office of Director of Public Instruction, on Rs. 125 per mensem	...	...	...	1	...	...	1	
		Second Assistants in the High Schools on Rs. 100 ...	...	...	...	2	...	...	2	
		Head Masters of Anglo-Vernacular Schools on Rs. 100	...	...	...	6	...	...	6	
		Curator, Government Central Book Depôt, on Rs. 100	...	...	...	...	...	1	1	Native Christian.

AKOLA,
The 25th June 1887.

SHRIRAM BHIKAJI JATAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

Home — Education. — Section II.

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